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ABSTRACT

This report analyzes the conditions of school facilities in Contra Costa Unified School District, California. The district had been prohibited from participating in the state's school facilities funding program because of a very heavy debt burden and near-bankruptcy of the district. The report begins by summarizing findings in the areas of community support, school safety, facility planning, maintenance and custodial services, facilities financial management, staffing and morale, and leadership. It then provides detailed findings in these areas. Each finding offers the legal standard, sources and documentation, findings, a recommendation and improvement plan, and a rating of standard implementation. (EV)

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ED 477 367

West Contra Costa Unified School District

Assessment and Improvement Plan

July 2, 2001

Facilities Management

Submitted by

Fiscal Crisis & Management Assistance Team

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FACILITIES MANAGEMENT

SUMMARY OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

District Economics

As a backdrop to the conditions conveyed in this report, it is important to note that during the five-year period beginning in 1993 and ending with the passage of Senate Bill 50 in 1998, the district was prohibited from participating in the State School Facilities Program. During that time, the district was, and remains, subject to additional state oversight and a very heavy debt burden as a result of state loans granted in the early 1990s to alleviate severe financial conditions. These two conditions led to several predictable results, including the deterioration of existing facilities and lack of investment in new facilities.

Additionally, the operating budget of the district has been and continues to be severely impacted by the near-bankruptcy of the district and ongoing debt service costs. Reductions in custodial and maintenance staffing and other resources have not been restored even as the district has grown in size and as needs have grown for other reasons. These large cuts of up to 50 percent of staffing, made a decade ago, continue to affect the district today.

Passage of local general obligation bonds for facilities and renewed access to state funds should help the district fund some of the capital improvement projects detailed in our report. Ongoing maintenance, custodial, and grounds needs will continue to compete for funding in an operating budget that we predict will remain inadequate to fund the district's needs.

As a result of these factors and others detailed within the report, we found that the educational environment provided by the district's facilities needs improvement. The instructional staff should be directly involved in decisions regarding facilities in which teaching and learning occurs. Although we also saw very good facilities, many of the teaching environments we examined were depressing to both students and staff.

Community Support

West Contra Costa Unified School District serves a number of communities with wide divergence in socioeconomic conditions. We found that the district has recently enjoyed broad support from all parts of the community it serves. This support has been manifest in the form of local school facility bonds, community involvement in school and district-level committees and activities, and parent involvement in schools.

We found that the work of the district's Bond Oversight Committee, and the staff work supporting it, was particularly impressive. The information provided to the committee was complete, accurate, timely, and relevant. The involvement of talented people, such as those involved in the Bond Committee, is a key factor in attaining a high level of facility improvement.

We also found, however, that neighborhood demographics sometimes had a negative effect on the condition of school facilities. Schools located in neighborhoods that were overcrowded, deteriorated, and lacking in signs of community pride tended to take on the appearance of the

surrounding neighborhood. Many of these schools were targets of repeated vandalism, graffiti, and other forms of abuse.

While the community is generally supportive of both individual schools and the district as a whole, it is important to recognize that both district standards and de-facto community standards affect the condition of schools. Our recommendations for continued efforts to maintain and increase community involvement in schools are intended to help align these two potentially different standards.

School Safety

We found evidence of improvement in school safety, though much more work is needed. The development of a comprehensive safety plan is well under way, but it had not been completed and implemented. The recommendations offered in this report regarding use of visitor badges, more consistent lighting of the exterior of campuses, and site safety plans are all designed to deal with the most visible safety issues.

The handling of chemicals within district science classrooms needs immediate improvement. The absence of Material Safety Data Sheets (MSDS) is a problem that should be corrected as soon as possible. Some chemicals used by custodial and maintenance personnel were also poorly documented.

Facility Planning

The district has a long-range facility master plan that is comprehensive, current, and complete. The district has aggressively sought state matching funds and has completed applications for all eligible projects. Bond funds from the recently passed Measure M are effectively managed, and there is clear evidence that the funds were allocated to eligible projects.

Staffing in the facilities branch is inadequate to protect the interests of the district. It is important to recognize that inadequate staffing can lead to lapses in oversight and dependence on a growing network of outside service providers. Though these providers may be very competent, it is the district staff that must protect the interests of the district and of the public.

Financing has been effectively implemented and bonds issued at competitive rates. The district staff, financial adviser, and bond counsel have worked together to meet legal requirements while meeting cash flow needs.

Maintenance and Custodial Service

Deferred maintenance funding is provided on a district/state matching basis. The district deferred maintenance plan was current, but reflected a backlog of $50 million in projects. With an annual deferred maintenance budget of only $3 million, the real solution to the problem is Measure M. As major modernization projects are completed, the deferred maintenance backlog should be reduced.

A number of detailed recommendations are provided in the area of energy conservation. The emphasis and scope of the report was increased to provide greater assistance to the district in this important area. The current energy crisis provides adequate reason to aggressively pursue these recommendations.

Storage of custodial supplies is a problem for the district. Supplies and chemicals are improperly stored in boiler rooms, sheds, and auditoriums. Excess inventories were being held at a few school sites while others had very small inventories. Some of the stock levels were so excessive that the quantities on hand would not be used before expiration of the useful life of the product.

The district does not have an effective program of preventive maintenance for major systems. This is clearly a result of inadequate funding levels available to the district. Absence of a preventive maintenance program leads to reduced useful life for major systems and higher long-term life cycle maintenance costs. The district also has not implemented a planned program maintenance system, another means of extending the useful life of major systems.

Maintenance work orders are not available to school sites online. Implementation of a computerized online work order entry and tracking system is recommended.

Facilities Financial Management

The district's technology plan did not include sufficient emphasis on administrative technology. As a result, a number of inefficiencies related to poor operation of the district's administrative computer systems were identified.

Purchasing procedures for both routine facility maintenance items and major bid packages were examined. Purchasing procedures are especially good for major bid packages. The bids were complete and facilitated clear understanding by vendors. This allows the district to obtain low and very competitive bids.

However, the absence of electronic purchasing procedures at school sites creates a significant workload for purchasing and fiscal services staff members. The district automated financial system has the capability to allow online purchasing; however, for reasons that are unclear, the district has never implemented it. As a result, financial and purchasing transactions are very labor intensive and time consuming.

Staffing and Morale

The restoration of staff in several support functions is needed. Also, the manual transactions caused by the manner in which the district financial system is implemented results in wasted hours. The district needs to examine its computerized financial information needs in terms of its current information needs and the capabilities of the current system. There is room for cost savings that may help pay for staffing in other areas or improvement of the financial system itself.

Morale in the district seems to be improving under the current leadership team. This improvement is also justified by the supportive actions of the community, local legislators, and voters.

Leadership

The district has recently experienced considerable changes in the leadership team. In addition to key personnel changes, the district has reorganized its cabinet-level organizational structure. These changes form the basis for movement in a positive direction.

However, continuity has been a problem in key leadership positions. The district should make every effort to keep the current leadership in place during the next few years. Many of the changes recommended require the district to make choices in terms of priority and approach. Continuity of the priorities and approaches chosen is likely to lead to much more efficient implementation than a series of disjointed choices.

The recent organizational and personnel changes are beginning to have a positive effect on district operations. It should, however, be remembered that many of the areas identified as needing improvement took several years to decline to the present state. Quick fixes are unlikely to produce lasting long-term results and considerable patience may be needed.

Conclusion

The condition of the district's facilities shows the effect of the lack of funding during the period that it was "locked out" of the State School Facilities Program. The lack of funding in the operating budget and the drastic reductions in staffing caused by more than a decade of financial pressure has also affected the district's ability to maintain its facilities.

On the positive side, the district leadership team is committed to improving the environment in which students learn. This effort is assisted by the passage of Measure M, a $150 million local bond. The facilities and maintenance directors are very capable and dedicated to the district.

This combination of leadership, technical competence, and additional funding gives the district a real opportunity to improve its facilities. It is hoped that this report will be considered an important part of that combination as well.

1.1 School Safety—CDE Civil Defense and Disaster Planning Guide

Legal Standard

All school administrators should be thoroughly familiar with the California Department of Education, Civil Defense and Disaster Planning Guide for School Officials, 1972. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607, CCR Title 5 §550, 560, Title 19 §2400]

Sources and Documentation

1. Board policy
2. Emergency Operations Plan
3. Site School Crisis plans
4. Visible Building Evacuation plans
5. Emergency Exit signage
6. Evidence of training of school site students and staff
7. First aid kits

Findings

Development and implementation of a new emergency operations plan is in progress.

1. The emergency operations plan will be adapted for each individual school site.

2. Most sites reviewed had the appropriate Civil Defense and Disaster Planning materials available.

3. All sites reviewed had appropriate first aid kits.

4. Some sites had missing exit signs.

5. Building evacuation plans are written rather than graphic and are posted in most classrooms, some offices, libraries, MPRs, and other spaces.

6. Fire and disaster drills are not consistently reported to the district office and the district office does not follow up on delinquencies.

7. Most staff could locate the School Crisis Plan.

Recommendations and Improvement Plan

Continue the implementation of the Emergency Operations Plan.

1. Customize the Emergency Operations Plan for each site to incorporate the current School Crisis Plan.

2. Adopt procedures to provide for an annual review and update for the Emergency Operations Plan.

3. Continue regular disaster preparedness exercises at school sites. Adopt procedures to ensure the exercises take place and are reported to the district office, and the district office follows up on delinquent exercises.

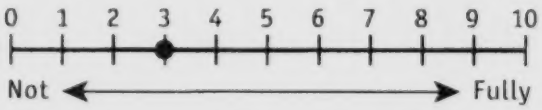
4. As modernization or improvement funds become available, implement upgrades to exit signage.

5. Continue employee training so employees become more proficient in first aid.

6. Provide training for all staff regarding the location of the School Crisis Manual and first aid kits.

Standard Implemented: Partially

Implementation Scale



1.2 School Safety—Appropriate Security Devices in Buildings

Legal Standard

The district includes the appropriate security devices in the design of new buildings as well as in modernized buildings. [EC 32020, 32211, 35294-35294.9, 39670-39675]

Sources and Documentation

1. Observation of buildings
2. Discussions with facilities staff
3. Discussions with maintenance and custodial staff
4. Discussions with site supervisor/support staff

Findings

1. The district has installed a variety of security devices (e.g., door sensors, motion detectors) in offices, multi-purpose rooms, computer labs, and other sensitive areas.

2. Staff reported that these systems were well maintained.

Recommendations and Improvement Plan

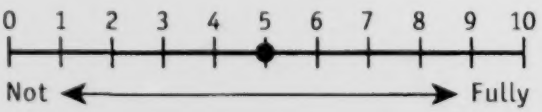
1. Annually review district design standards to ensure that the continued incorporation of security devices meets the various needs of the district.

2. As modernization funds are available, upgrade and expand the use of the security systems to cover most, if not all, areas of each school site.

3. Establish a priority list of sites related to security issues in order to maximize cost/benefit relationship when installing security devices.

Standard Implemented: Partially

Implementation Scale



1.3 School Safety—Plan for Protection of People and Property

Legal Standard

Demonstrate that a plan of security has been developed, which includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9]

Sources and Documentation

1. Board policy
2. Comprehensive Safety Plan
3. Intrusion alarm system
4. Exterior lighting
5. Perimeter access and fencing
6. Visitors Log
7. Trespassing signage
8. Key issuance procedures

Findings

1. The district is in the process of developing a Comprehensive Safety Plan.

2. Some sites are operating pilot safety programs.

3. Current district design standards incorporate appropriate security devices within the physical design of new and modernized facilities.

4. The typical remaining sites have developed campus security procedures that are consistent with the goals and objectives of the comprehensive safety plan.

5. The majority of facilities have secure campus perimeters (campus fencing) and buildings (visitor registration and patrols of places used for congregating and loitering), discouraging outsiders from trespassing. Identification tags are rarely used.

6. Exterior lighting varies from very poor to excellent.

7. Site staff and maintenance attempt to discourage vandalism and graffiti by immediately covering and repairing the afflicted area.

8. The principal (or designee) typically controls access to school keys and inventory stock, and keys are only issued to employees who regularly need them to carry out the normal activities of their position.

9. Most sites have instituted anonymous crime reporting systems, analyze school crime incidents, and collaborate with local law enforcement.

10. Board policy regarding fingerprinting of classified employees is out of date.

Recommendations and Improvement Plan

1. Complete the development of the Comprehensive Safety Plan.

2. Develop procedures to train all school personnel on the new plan.

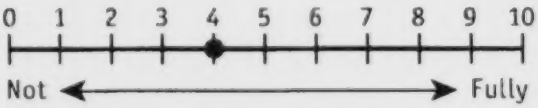
3. As modernization funds are available, upgrade lighting, signage, and other security measures.

4. Continue requiring visitors, vendors, and contractors to sign the visitor log and identify workers

5. Consider increasing the use of visitor badges.

Standard Implemented: Partially

Implementation Scale



1.4 School Safety—Restrictions on Flammable and Toxic Materials

Legal Standard

Ensure that the custodial and maintenance staff are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation

1. Board policy
2. Availability of MSDS copies
3. Evidence of training programs or sessions
4. List of hazardous substances on site
5. Appropriate labeling on pipes and storage areas

Findings

1. The district does not have a Hazard Communication Program.
2. The district does not have policies or procedures regarding MSDS copies.
3. Custodial areas: Some site custodial rooms had MSDS notebooks.
4. Maintenance areas: Some maintenance shops had MSDS notebooks.
5. Science rooms: No evidence of MSDS sheets or chemical inventory.
6. There is no way to tell when each MSDS notebook has been updated.
7. Pipes in boiler rooms are rarely labeled.

Recommendations and Improvement Plan

1. Develop board policies, administrative regulations, and procedures regarding the collection and dissemination of MSDS sheets.

2. Develop board policies, administrative regulations, and procedures regarding purchasing/storing/handling hazardous materials.

3. All buildings and grounds staff, plant managers, and employees should receive in-service training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area.

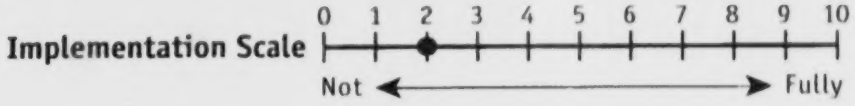
4. Pursuant to Code of Regulations, Title 8, Section 5194 (e) (1) (A), a complete list of hazardous substances must be provided within the written hazard communication program, preferably with an indication of the work area where the substances are found.

5. Provide the appropriate fire department for each school with a list of hazardous materials stored in science labs.

6. Outside contractors should be informed of hazardous substances that are present on the site. It is the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

7. Develop a written hazard communication program in accordance with the California Code of Regulations, Title 8, Section 5194.

Standard Implemented: Partially



1.5 School Safety—Documented Process for Key Control

Professional Standard

The district has a documented process for the issuance of master and sub-master keys. A district-wide standardized process for the issuance of keys to employees must be followed by all district administrators.

Sources and Documentation

1. Key control cards
2. Site observations
3. Interviews with site administrators
4. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The district maintains a central locksmith shop at the Maintenance Yard. Within the shop is a locked safe containing the great grand master keys for all of the school sites. The shop also has the originals for all of the locks for all of the school sites so that if any keys are lost, a copy can be made easily.

2. Only certain site personnel are allowed to carry grand master keys that allow these personnel access to all of the doors in the school. These personnel are responsible for the security of the grand master key. For security purposes, these personnel are not mentioned by name or position in this report.

3. At the end of the school year, all school employees that will be gone for any length of time over the summer are required to turn in their room keys to the school office. The keys are put on a pegboard and locked in the school safe.

Recommendations and Improvement Plan

1. Standardize key control policy for all school sites.

2. Adopt and implement mandatory discipline policies regarding lost keys

3. Adopt standardized key policy regarding when keys must be turned in during leaves

4. Revise board policy regarding key control to include specific guidelines on which personnel are allowed to carry grand master keys, what disciplinary actions will be enforced when grand masters are lost, and who will assume the cost for replacing the key and whether or not the locks in the school must be replaced.

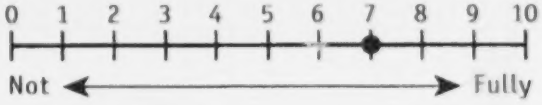
5. Update administrative handbook to include the key control processes that the site administrators must follow.

6. Adopt administrative regulations that establish specific guidelines for when an employee must turn in the room key during a leave. The regulation must specify what disciplinary action will be taken if a key is not turned in.

7. The locksmith shop should build pegboards for each school site that designate all possible keys assigned to a school site so that the administrator or locksmith can easily determine which keys are missing or need to be replaced.

Standard Implemented: Partially

Implementation Scale



1.6 School Safety—Monitoring of Bus Loading/Unloading Areas for Safety

Professional Standard

Bus loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff, and community. Students, employees, and the public should feel safe at all times on school premises.

Sources and Documentation

1. On-site observation during regular school hours
2. Bus schedules and routes
3. Interview with Director of Maintenance, Operations and Transportation

Findings

The district provides a very limited regular home-to-school transportation program limited to a few routes required as a result of construction around a couple of school sites, which makes it dangerous if not impossible for students to walk to school safely. The primary transportation provided for students by the district is for special education pupils. This is provided on a contract basis currently awarded to Laidlaw Transportation. The district also contracts for approximately 1,500 field trips annually, which is coordinated in the office of the Director of Maintenance, Operations and Transportation.

During the site observations, some dangerous conditions for students arriving and departing school were noted.

1. Some schools provide circular driveways for parents to pull over to the curb and drop off their children. However, other parents will stop and block the thoroughfare next to the parked cars, requiring students to run between vehicles crossing through other drivers' blind spots.

2. The overflow from the parking lots often backs up incoming traffic onto the street. Some parents choose to drop off their children outside of the school property as a result.

3. Of the high schools observed, the parking lots were primarily chaos one hour prior to the start of the school day until one-half hour after the bell rang. The principals attempted to clear the parking lot once the bell rang; however, students simply shifted to other areas of the school site.

4. Only one of the schools observed had a crossing guard program. This was not a district-funded program, but rather was funded from the schools funds. The City of Richmond does not provide funds or personnel for crossing guards.

5. There is no formal district plan in place for crossing guards at the schools.

Recommendations and Improvement Plan

1. Have monitored crosswalks for all sites with K-8 students.

2. Increase and repaint crosswalks near schools.

3. Expand available parking and driveways at some campuses

4. Work with the City of Richmond to have additional crosswalks painted on the streets and signage erected adjacent to the school zones.

5. Assign or hire district staff to escort students across the streets.

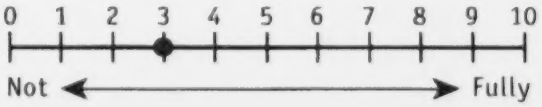
6. Have the monitors keep records on violators of speed limit and crosswalk violations for reporting to the proper legal authority.

7. Request assistance from the police in ticketing violators.

8. At least one school employee should monitor the student arrival area prior to and immediately after school.

Standard Implemented: Partially

Implementation Scale



1.7 School Safety—Installation and Operation of Outside Security Lighting

Professional Standard

Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting to ensure safety while activities are in progress in the evening hours. Outside lighting should provide sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.

Sources and Documentation

1. On-site observation prior to regular school hours, during regular school hours, and after hours
2. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The majority of the school sites visited had insufficient lighting, not to mention the need for additional lighting specifically for security during the morning and evening hours. Two of the sites visited were not visible from the street due to lack of or inoperable lighting.

2. Many of the hallways and courtyard areas have minimal lighting, usually limited to a single light bulb behind a faded Plexiglas cover in the ceiling. The majority of the exterior lights at some schools were broken and required major repairs to make them operable.

3. Some of the courtyards had no operating security lighting, greatly reducing the effectiveness of the security officers in monitoring unauthorized activities.

4. The rear of most school sites visited had minimal if any lighting, encouraging graffiti and vandalism as observed at the majority of the schools visited.

5. Some of the exterior lighting required the use of manual on/off switches.

Recommendations and Improvement Plan

1. Replace existing exterior lighting with the most energy efficient available, including dusk/dawn and motion sensors.

2. Maintain existing lighting system as a part of the planned program maintenance system.

3. Install additional exterior lighting in all hallways, courtyards, and between buildings and fields with both dusk/dawn and motion sensors that will allow for reduced energy usage.

4. Increase number of exterior lights behind school sites to illuminate fields and rear entrances to buildings.

5. Make security lighting a higher priority for district funding

6. Replace all hallway lighting that consists of standard light bulbs with more modern lighting, such as halogen bulbs or lighting as mentioned later in this report.

7. Replace all hallway light fixtures with clear, vandal-proof covers to allow for full illumination of the hallways.

8. Add lighting to preventive maintenance checklist for regular replacement and verification of proper lighting in all campus areas

9. Install new lighting in all courtyards that will allow for security during after-school activities and security surveillance.

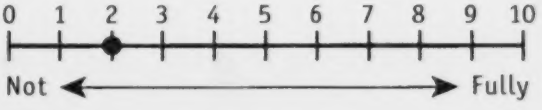
10. Install additional lighting in all hallways that have not been properly illuminated by replacing existing light fixtures.

11. Install lighting between buildings such as portable classrooms for security purposes.

12. Increase lighting in open field areas to reduce possibility of loitering and allow security easier surveillance.

Standard Implemented: Partially

Implementation Scale



1.8 School Safety—Graffiti and Vandalism Abatement Plan

Professional Standard

The district has a graffiti and vandalism abatement plan. The district should have a written graffiti and abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.

Sources and Documentation

1. Copy of graffiti and vandalism plan
2. On-site observation during regular school hours
3. Interview with Director of Maintenance, Operations and Transportation

Findings

Graffiti and vandalism abatement is one of the highest priorities given to the Maintenance, Operations, and Transportation Department. Each school site operations staff is expected to paint over as much of the graffiti prior to the start of school as possible.

1. First priority is that any graffiti that mentions a person or any degrading comment should be painted over immediately.

2. If a staff person cannot fully abate the graffiti due to volume, he/she is required to contact the district painters for assistance.

3. The district has standardized the paint used at the school sites to allow for cost savings and ease of acquisition. E-coat is available at a reduced cost from many suppliers, which allows the painters to supply the sites with paint as needed.

4. Graffiti abatement is not limited to the exterior of the schools. Of the high schools observed, the restroom fixtures, mirrors, and partitions were primarily tagged with numerous layers of graffiti. Abatement in the restrooms is much more difficult due to the specialized surfaces.

Recommendations and Improvement Plan

1. Continue current site abatement program and analyze if proper painting equipment is being provided. If volume of paint to be applied at high schools requires a sprayer, consider small handheld sprayers when necessary

2. Provide adequate storage areas for graffiti abatement materials and equipment.

3. Review work hours for custodial staff at sites where graffiti is the worst. Adjust hours so that graffiti can be eliminated prior to the start of school.

4. Provide plant managers with in-service training on all aspects of graffiti abatement so they receive a better understanding of how to reduce abatement time.

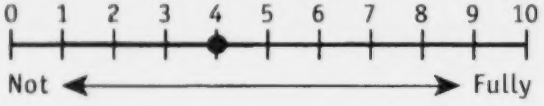
5. Evaluations of the plant manager and site custodians assigned to graffiti abatement should include the ability to keep up with the graffiti problem at their site.

6. Storage facilities with locking mechanisms and proper ventilation should be made available at each school site.

7. Include in the evaluation of the plant manager the ability to maintain an adequate inventory of abatement materials on hand at all times.

Standard Implemented: Partially

Implementation Scale



1.9 School Safety—School Site Emergency Procedures Plan

Legal Standard

Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]

Sources and Documentation

1. Board policy
2. Emergency and Disaster Preparedness Plan
3. Evidence of disaster preparedness drills
4. First aid kits

Findings

1. All sites visited had on file a School Crisis Plan describing procedures to be employed in case of emergency.

2. All of the plans incorporated personnel duties, signal processes, and general procedures to be followed to protect the students and staff on the school site.

3. Some school sites were in the process of updating the plans.

4. All schools will update the plan in the future to incorporate the district's Emergency Operations Plan, which is under development.

5. Fire Departments are on site when fire drills occur.

Recommendations and Improvement Plan

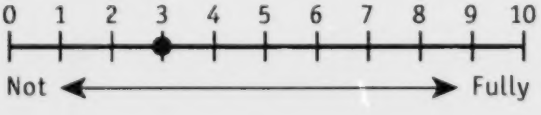
1. Develop a procedure for each site to review annually the School Crisis Plan.

2. Complete the development of the Emergency Operations Plan.

3. Customize the Emergency Operations Plan for each site.

Standard Implemented: Partially

Implementation Scale



1.10 School Safety—Conduct of Required Fire Drills

Legal Standard

Each elementary and intermediate school at least once a month, and each secondary school not less than twice every school year, shall conduct a fire drill. [EC 32000-32004, 32040, CCR Title 5 §550]

Sources and Documentation

1. Board policy
2. Visible Building Evacuation Plan
3. Evidence of fire drills
4. Fire life-safety devices
5. Emergency Exit signage
6. First aid kits

Findings

1. Most of the sites visited confirmed that each elementary and intermediate school at least once each month, and each secondary school not less than twice every school year, conducted a fire drill.

2. School sites did not always report drills to the district office.

3. An occasional exit sign was missing

4. Evacuation plans were posted in each classroom. These plans are written directions, not maps.

5. Each site visited had first aid kits and disaster supplies. The quantity of kits per site varied.

6. Each site had identified general procedures and assembly areas.

Recommendations and Improvement Plan

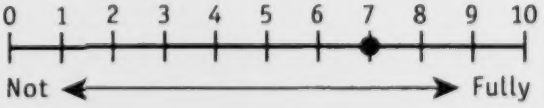
1. Increase enforcement of conducting fire drills.

2. Establish procedures to ensure that the district office follows up with sites that do not report drills.

3. Establish procedures to evaluate the minimum quantity and type of first aid kits required for each site.

Standard Implemented: Partially

Implementation Scale



1.11 School Safety—Knowledge of Chemicals and Potential Hazards

Legal Standard

Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation

1. Board policy
2. Hazard Communication Program
3. Availability of MSDS copies
4. List of chemical materials and shelf life
5. Observation of laboratories
6. Interviews with maintenance/custodial staff

Findings

1. School sites reported that science chemicals were inventoried and purged in summer 2000.

2. School sites did not have a printed inventory of chemicals.

3. Fire Departments did not have a list of chemicals.

4. MSDS binders were available in most custodial and shop areas.

Recommendations and Improvement Plan

1. All buildings and grounds staff, plant managers, and faculty should receive in-service training on chemical compounds and hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. Additional training on the methods to lessen or prevent exposure to hazardous substances as follows
    a. Well-delineated work practices
    b. Use of protective equipment
    c. Instruction on how to read labels and Material Safety Data Sheets (MSDS) files
    d. The steps the district has taken to lessen or prevent exposure to hazardous substances

2. The district should develop a written hazard communication program in accordance with the California Code of Regulations, Title 8, section 5194, that requires all school districts to have a written hazard communication program addressing each of the program categories enumerated below
    a. Material Safety Data Sheet (MSDS) List of Hazardous Substances
    b. Hazardous Nonroutine Tasks
    c. Hazardous Substances in Unlabeled Pipes

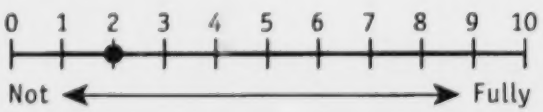
d. Employee Information and Training including
   - An overview of the requirement of California's Hazard Communication Regulation (Code of Regulations, Title 8, Section 194, including employee rights described therein)
   - The location, availability, and content of the district's written hazardous communication program
   - Information as to any operations in the employees' work area where hazardous substances are present
   - The physical and health effects of the hazardous substances in the work area
   - Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area
   - Methods by which employees can lessen or prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment, and engineering controls
   - Steps the district has taken to lessen or prevent exposure to these substances
   - Instruction on how to read labels and review the MSDS for appropriate information
   - Emergency and first aid procedures to follow if exposed to the hazardous substance(s)

3. The written hazard communication program should be available upon request to all employees and their designated representatives. (Code of Regulations, Title 8, Section 5194)

4. Teachers shall instruct students about the importance of proper handling, storage, disposal, and protection when using any potentially hazardous substance.

Standard Implemented: Partially

Implementation Scale



1.12 School Safety—Inspection and Correction of Unsafe Conditions

Legal Standard

Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 17367]

Sources and Documentation

1. Board policy
2. Work orders
3. Interviews with maintenance/custodial staff
4. Site reviews

Findings

1. Work orders are used to report unsafe conditions.

2. Unsafe conditions receive the highest priority for work order completion.

3. Several substandard and potentially unsafe conditions were discovered on site visits (possible mold growth, missing wallboard, leaking sewer or drain lines, and improper storage in boiler rooms).

Recommendations and Improvement Plan

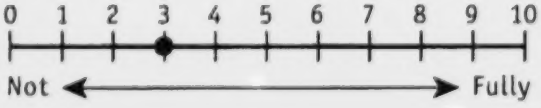
1. Continue utilizing the work order system to address safety items immediately.

2. Develop procedures for an annual inspection of facilities to ensure that site staff are reporting all unsafe conditions.

3. Ensure that the district has submitted the appropriate modernization funding applications to OPSC and are ready to proceed expeditiously, as funds become available.

Standard Implemented: Partially

Implementation Scale



1.13 School Safety—Emergency Fire and Police Access to Campuses

Legal Standard

Each school that is entirely enclosed by a fence or partial buildings must have a gate of sufficient size to permit the entrance of ambulances, police, and fire fighting equipment. Locking devices shall be designed to permit ready entrance. [EC 32020]

Sources and Documentation

1. Site observation of gates and locking devices
2. Interviews with maintenance/custodial staff
3. Interviews with Fire Department personnel

Findings

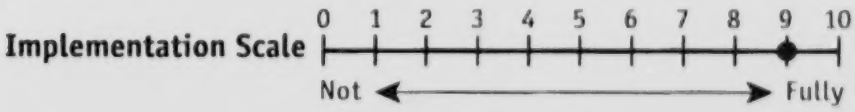
1. All district sites inspected had access gates of sufficient size to permit the entrance of emergency vehicles, equipment, and apparatus.

2. The gates are designed to permit the ready entrance by the use of chain or bolt-cutting devices.

Recommendations and Improvement Plan

1. Continued compliance with Education Code Section 32020, and conformance review with law enforcement and fire protection agencies.

Standard Implemented: Fully—Substantially



1.14 School Safety—Sanitation is Maintained and Fire Hazards are Corrected

Legal Standard

Sanitary, neat, and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]

Sources and Documentation

1. Copy of graffiti and vandalism plan
2. On-site observation during regular school hours
3. Interview with Director of Maintenance, Operations and Transportation

Findings

1. During the site inspections, lunch periods were not confined to specific areas on campus. This led to lunch refuse being spread campus-wide.

2. While custodians at some sites were noted to maintain refuse-free sites during the observations, some sites had an overabundance of trash. Students at some of the high schools were observed dropping trash as they walked, regardless of their proximity to the nearest trash receptacle.

3. In a few cases, unprotected, exposed wiring was noted where maintenance personnel were repairing or replacing electrical fixtures but the personnel had been called away at the time.

Recommendations and Improvement Plan

1. Provide ongoing on-site in-service training for all site operational personnel in the area of site safety and cleanliness.

2. Create a safety committee of non-administrative, non-maintenance personnel to review the school sites for safety hazards.

3. Provide incentives and recognition for clean campuses for both students and employees.

4. Supervisors should periodically review the progress site personnel are making in keeping campuses safe and clean.

5. Supervisors should emphasize the area of safety and cleanliness in the employee's annual evaluation.

6. Establish a small committee, not exceeding eight people, to review the sites for observed safety and fire hazards.

7. Have the committee submit a list of the hazards observed to the Superintendent for review at an administrative meeting.

8. Prioritize the hazards according to the greatest need or greatest hazard to the students and the public.

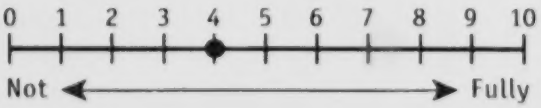
9. Submit the list of hazards to be repaired to the maintenance department for inclusion in the next maintenance schedule.

10. Adopt a board policy supporting the concept of a clean campus being a learning campus. Include in the policy an incentive or reward for the student body to keep the campus clean.

11. Establish an annual recognition at the board meeting for the top three clean campuses with before and after pictures for the community to see.

Standard Implemented: Partially

Implementation Scale



1.15 School Safety—Injury/Illness Prevention Program Inspections are Done

Legal Standard

The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]

Sources and Documentation

1. Board policy
2. IIPP Handbook
3. Interviews with staff

Findings

1. The Prevention Program (IIPP) is out of date.

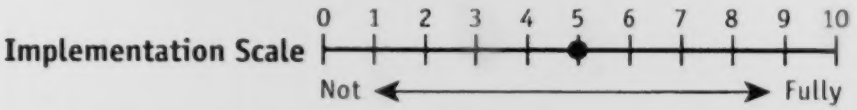
2. The district has contracted with Dimensions Unlimited to update the Illness Prevention Program.

Recommendations and Improvement Plan

1. Complete the update to the IIPP.

2. Emphasize to all staff the importance of the document. The site administrator should know the location, purpose, and use of the document and its contents.

Standard Implemented: Partially



1.16 School Safety—Fire Extinguishers and Inspection Information Available

Legal Standard

Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §1922(a)]

Sources and Documentation

1. On-site observation of extinguishers and tags
2. Evidence of inspections
3. Interviews with maintenance/custodial staff

Findings

1. District personnel perform fire extinguisher recharging and certification.

2. All sites visited had the appropriate fire extinguishers existing in most buildings/ rooms.

3. Most fire extinguishers in visible, public areas had been certified within the past 12 months.

4. Most fire extinguishers in mechanical areas did not have certification documentation or had not been certified for a number of years.

5. Most fire extinguishers in district-wide support facilities (district office, transportation yard, etc.) did not have current certification.

6. A minor number of mechanical areas did not have appropriate fire extinguishers or the current inspection information available; they were removed for service.

Recommendations and Improvement Plan

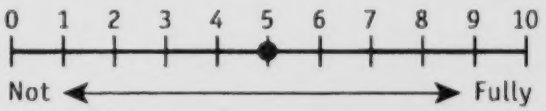
1. Update current recharging and replacement procedures to ensure that all extinguishers on each site receive the required annual servicing.

2. Appropriate fire extinguishers should exist in each building, be visible with easy access, and have current inspection information available.

3. Provide a back-up extinguisher whenever an extinguisher is removed for service.

Standard Implemented: Partially

Implementation Scale



1.17 School Safety—All Exits are Free of Obstructions

Legal Standard

All exits are free of obstructions. [CCR Title 8 §3219]

Sources and Documentation

1. On-site observation of exits
2. Verification of door operation
3. Discussions with local fire officials

Findings

1. All sites inspected had working door hardware and no obstruction at the fire exits with only one exception chains on two of three panic devices.

2. Exit devices were operational.

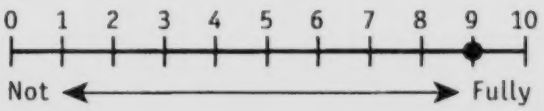
3. Fire departments now are reviewing sites for compliance.

Recommendations and Improvement Plan

1. Ensure that custodians and other site staff are knowledgeable about the need to keep exits unlocked and free of obstructions.

Standard Implemented: Fully—Substantially

Implementation Scale



1.18 School Safety—Plan for Prevention of Campus Crime and Violence

Legal Standard

A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 35294-35294.9]

Sources and Documentation

1. Board policy
2. School safety plan
3. Observation of sites
4. Discussion with district and site staffs

Findings

1. Every site interviewed has a school safety plan.
2. A few of the sites visited were in the process of updating the plan.
3. The district is creating an Emergency Operations Manual.

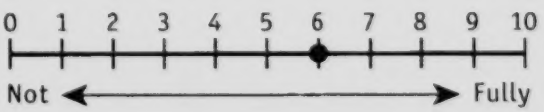
Recommendations and Improvement Plan

1. Continue annual updating, training of staff, and the utilization of information acquired for the plans and reports developed pursuant to Education Code Sections 35294-35294.9, to maintain the comprehensive school safety plan.

2. All plans must include the following key code requirements for a comprehensive school safety plan
   a. Status of school crimes committed on district campuses during district functions.
   b. Dangerous pupil notification procedures.
   c. Strategies and programs for the maintenance of high levels of school site safety.
   d. Access procedures for students.
   e. Educational environment requirements.
   f. School discipline procedure.
   g. Sexual harassment policy.

Standard Implemented: Partially

Implementation Scale



1.19 School Safety—An Emergency Action Plan Exists

Legal Standard

Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]

Sources and Documentation

1. Board policy
2. Emergency and Disaster Preparedness Plan
3. Evidence of disaster preparedness drills
4. First aid kits

Findings

1. All sites visited had on file a School Crisis Plan describing procedures to be employed in case of emergency.

2. All of the plans incorporated personnel duties, signal processes, and general procedures to be followed to protect the students and staff on the school site.

3. Some school sites were in the process of updating the plans.

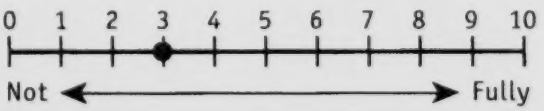
4. All schools will update the plan in the future to incorporate the district's Emergency Operations Plan, which is under development.

5. Fire departments are on site when fire drills occur.

Recommendations and Improvement Plan

1. Develop a procedure for each site to review annually the School Crisis Plan.
2. Complete the development of the Emergency Operations Plan.
3. Customize the Emergency Operations Plan for each site.

Standard Implemented: Partially



1.20 School Safety—Compliance for Under/Above Ground Storage Tanks

Legal Standard

Requirements are followed pertaining to underground storage tanks. [H&SC 25292, CCR Title 26 §477, Title 23 §2610]

Sources and Documentation

1. Board policy
2. Discussions with district staff

Findings

1. On or before December 22, 1998, the district was to replace or upgrade (to prevent leaks due to corrosion, spills, or overfills) its underground storage tanks (USTs), and equip all existing underground-pressurized piping with automatic line leak detectors and a secondary containment.

2. The records were not readily available due to a staff member's long-term illness and absence.

3. Few tanks are remaining in operation.

4. The fuel tank at the grounds shop is scheduled for an upgrade in July 2001.

Recommendations and Improvement Plan

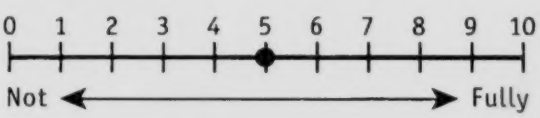
1. The district must ensure that on and after January 1, 1999, no person or agency shall deposit petroleum into a UST system unless the system meets the requirements of Section 25291 or subdivisions (d) and (e) of Section 25292 and related regulations adopted pursuant to Section 25299.3.

2. The district must complete the gradual replacement and upgrade of aged USTs as funds become available through modernization projects, deferred maintenance, or other miscellaneous funds.

3. Maintenance/custodial/cafeteria staff should continue to be trained on the general industry testing, monitoring, and inspection orders.

Standard Implemented: Partially

Implementation Scale



1.21 School Safety—Compliance with Federal AHERA Laws

Legal Standard

All asbestos inspection and asbestos work completed in the U.S. is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 40 CFR Part 763]

Sources and Documentation

1. Board policy
2. AHERA inspection reports
3. Interviews with maintenance staff

Findings

1. The three-year recertification was last performed in 1998.
2. The district is in the process of updating the three-year recertification in 2001.
3. Not all sites have updated copies of the asbestos management plans.

Recommendations and Improvement Plan

1. Complete the three-year reinspection in 2001.

2. Provide each site with copies of the asbestos management plan and three-year recertification.

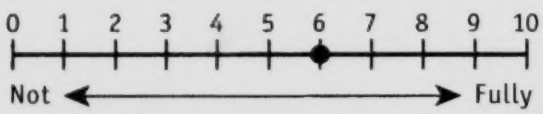
3. Maintenance/custodial staff should be trained on the location, identification, proper cleaning, and ongoing maintenance of asbestos-containing materials.

4. Maintenance and custodial staff should be trained in the removal and decontamination of small amounts of such materials when needed to repair pipes or perform small scope projects.

5. Any extensive asbestos abatement work must be done by state certified asbestos abatement contractors in compliance with state and federal standards.

Standard Implemented: Partially

Implementation Scale



1.22 School Safety—Playground Equipment is Inspected and Safe

Legal Standard

All playground equipment meets safety code regulations and is inspected in a timely fashion to ensure the safety of the students. [EC 44807, GC 810-996.6, H&SC 24450 Chapter 4.5, 115725-115750, PRC 5411, CCR Title 5 §5552]

Sources and Documentation

1. On-site observation of playground equipment

Findings

1. All playgrounds were replaced within the past few years with local funds.

2. An inspection of playground equipment at several school sites indicated that the district is in general conformance with prevailing codes and regulations, including the Americans with Disabilities Act.

3. The loose cushion filling was not always contained in the playground (a potential safety hazard) and was not always the proper depth (e.g., exposed asphalt at the bottom of some slides).

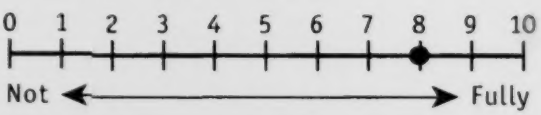
Recommendations and Improvement Plan

1. The district should establish procedures to ensure that site staffs sweep up any loose cushion material daily.

2. The district should increase the maintenance of the playground equipment through annual inspections and servicing (tightening bolts, maintaining depth of cushion material, etc.)

Standard Implemented: Fully—Substantially

Implementation Scale



1.23 School Safety—Safety of Boilers and Fired Pressure Vessels

Legal Standard

Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8 §782]

Sources and Documentation

1. On-Site observation of boilers and fired pressure vessels
2. Maintenance logs

Findings

1. No site had a log of boiler maintenance.

2. Most of the district's boiler and fired pressure systems, primarily due to age and condition, need to be upgraded.

3. Plant managers are generally familiar with the appropriate work practices.

4. Some boiler rooms are also being used for storage.

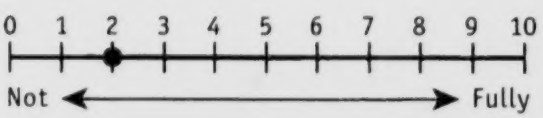
Recommendations and Improvement Plan

1. The district should plan for the gradual replacement and upgrade of aged boilers and fired pressure vessels as funds become available through modernization projects, deferred maintenance, or other miscellaneous funds. We recommend the district develop/augment its work practices and procedures for boilers as follows
   a. Maintenance logs contain complete descriptions of the maintenance of all system components including sensors, controllers, actuators, etc.
   b. The maintenance log descriptions should include the dates of inspections, periodic preventative maintenance and suggestions, and system/component failure diagnosis.
   c. The maintenance log descriptions should include procedures for the repair or replacement of defective components.
   d. Ongoing training for maintenance/custodial staff should continue on the general industry safety orders.
   e. On start-up dates, the district should have on-site qualified field technicians to place the systems in operation, making such tests, adjustments, and changes as may be found necessary to ensure the safe and successful operation of the equipment and systems.

2. The district should eliminate all storage in boiler rooms immediately.

Standard Implemented: Partially

Implementation Scale



1.24 School Safety—Maintenance of Material Safety Data Sheets

Legal Standard

Maintenance of Materials Safety Data Sheets. [EC 49341, 49401.5, 49411, F&AC 12981, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation

1. Board policy
2. Hazard Communication Program
3. MSDS documentation
4. List of chemical materials and shelf life
5. Observation of laboratories
6. Interviews with maintenance/custodial staff

Findings

1. Some sites had the appropriate labeling and materials safety data sheets (MSDS) available.
2. There is no method to determine when each MSDS notebook has been updated.

Recommendations and Improvement Plan

1. When the district receives a hazardous substance or mixture, the district representatives shall ensure that the manufacturer has also furnished a Material Safety Data Sheet as required by law. In the event the MSDS is missing or incomplete, the district shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a subsequent completed MSDS is not received.

2. The district representative shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees.

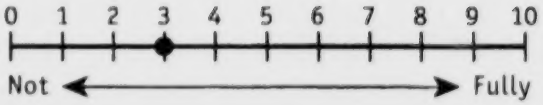
3. The district shall review each incoming MSDS for new and significant health and safety information and disseminate this information to all affected employees.

4. Should the district elect to convert to a computerized or fax-on-demand program, the district must ensure that up-to-date copies of the MSDS for all hazardous substances are available to all affected employees. The affected employees must be trained to operate the computers or fax machines that provide access to MSDS files.

5. All buildings and ground staff, plant managers, and employees should receive in-service training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area.

Standard Implemented: Partially

Implementation Scale



1.25 School Safety—Maintenance of a Comprehensive Employee Safety Program

Professional Standard

The district maintains a comprehensive employee safety program. Employees are made aware of the district safety program and the district provides in-service training to employees on the requirements of the safety program.

Sources and Documentation

1. Copies of collective bargaining agreements
2. Copy of Safety Talk—the employee safety handbook
3. Interviews with sampling of employees
4. Observation of employees and safe practices
5. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The Contra Costa County Schools Insurance Group (CCCSIG) provides regular training for district employees.

2. CCCSIG has assigned a full-time person to coordinate the safety program for the district.

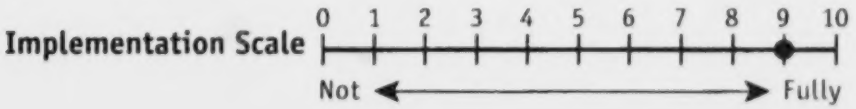
3. During the site observations, the majority of the personnel were using safe work practices.

Recommendations and Improvement Plan

1. Continue current safety training program.

2. Continue the inclusion of safety issues in school and district newsletters.

Standard Implemented: Fully—Substantially



1.26 School Safety—Conduct of Periodic Safety Training for Employees

Professional Standard

The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.

Sources and Documentation

1. Copies of agendas for training
2. Copies of materials used in training
3. Interviews with sampling of employees
4. Interview with Director of Maintenance, Operations and Transportation
5. Observation of employees and safe practices

Findings

1. The Contra Costa County Schools Insurance Group (CCCSIG) provides regular training for district employees.

2. CCCSIG has assigned a full-time person to coordinate the safety program for the district.

3. During the site observations, the majority of the personnel were using safe work practices.

4. For example, Maintenance and Operations supervisors are required to provide monthly safety training for all employees. They must submit monthly attendance sheets showing the employees that attended each training.

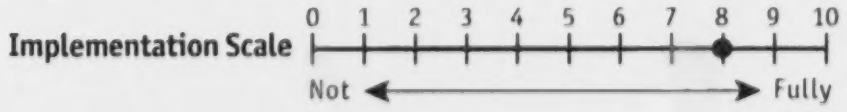
Recommendations and Improvement Plan

1. Include safety training in staff development programs during the year

2. As a part of developing the agenda for staff development for both certificated and classified employees, a portion should be set aside for the updates to changes in the safety program, as well as changes to state and federal regulations.

3. Include in the staff development any changes made to the district's safety plan and how it affects the staff and the students.

Standard Implemented: Fully—Substantially



1.27 School Safety—Conduct of First Aid Training for School Site Personnel

Professional Standard

The district should conduct periodic first aid training for employees assigned to school sites.

Sources and Documentation

1. Copies of agendas for training
2. Copies of materials used in training
3. Interviews with sampling of employees
4. Interview with Director of Maintenance, Operations and Transportation
5. Observation of employees and safe practices

Findings

1. As mentioned in other sections of this report, safety training is provided to some district employees on a monthly basis.

2. Annually, at the classified employee staff development day, classified employees are required to attend safety training and may also attend CPR and first aid classes.

3. Not all employees were aware of the availability of first aid training and who would provide it.

Recommendations and Improvement Plan

1. Develop board policies and procedures requiring first aid training for school site personnel. Include in the policies and procedures specific training requirements, including basic first aid, site safety procedures, CPR, and other first aid programs that the district sees as minimum requirements.

2. Require first aid training attendance in staff development programs during the year.

3. Maintain records of training, including names, dates, subjects, agendas, and materials used.

4. Review all records of training for currency and the need for retraining as necessary.

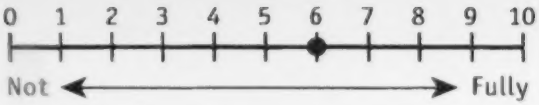
5. Establish first aid training dates early in the school year so that all personnel can set aside the date to attend.

6. Publish all training dates in employee newsletters.

7. Provide alternative dates and times, perhaps weekends, for those personnel that cannot attend primary training date.

Standard Implemented: Partially

Implementation Scale



2.1 Facility Planning—Maintenance of a Long-Range Facilities Master Plan

Professional Standard

The district should have a long-range school facilities master plan.

Source and Documentation

1. District documentation

Findings

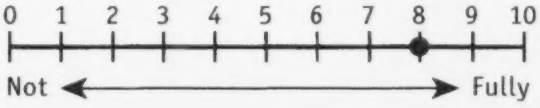
1. The district had a long-range school facilities master plan prepared in October of 2000.

Recommendations and Improvement Plan

1. The district should have the long-range school facilities master plan updated every three to five years, depending on demographic and/or development changes.

Standard Implemented: Fully—Substantially

Implementation Scale



2.2 Facility Planning—CDE Facilities Planning and Construction Guide

Professional Standard

The district should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).

Sources and Documentation

1. District documentation

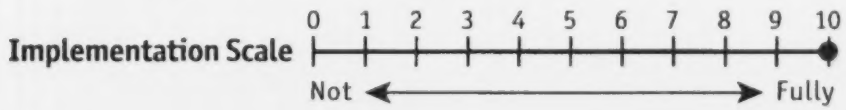
Findings

1. The district does currently possess a Facilities Planning and Construction Guide prepared by the California State Department of Education.

Recommendations and Improvement Plan

1. The district should periodically check the Internet Web site of the California State Department of Education to see whether the Facilities Planning and Construction Guide has been updated, as well as to see whether other guides associated with facilities planning and school construction have been created or updated.

Standard Implemented: Fully—Sustained



2.3 Facility Planning—Efforts to Seek State and Local Matching Funds

Professional Standard

The district should seek state and local funds.

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Facilities
2. Discussion with Director of Facilities Planning & Construction
3. State Allocation Board Forms 50-01, 50-02, 50-03, and 50-04
4. Ballot language for Measure M (general obligation bond)

Findings

1. On November 7, 2000, 77.3 percent of the voters casting ballots in the district approved Measure M. Measure M authorized the district to issue $150 million of general obligation bonds to repair, renovate, and reconstruct elementary schools throughout the district.

2. The district has submitted and the State Allocation Board has approved Forms 50-01, 50-02, 50-03. In addition, the district has submitted and the State Allocation Board has approved Form 50-04 for Richmond Middle School. This project is on the "unfunded list" at the state and will be funded when the state has sufficient funds for this project and other projects with higher priority points.

3. The district is currently seeking Qualified Zone Academy bonds.

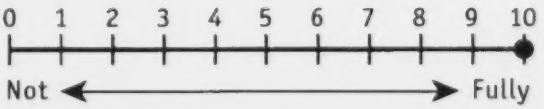
Recommendations and Improvement Plan

1. The district should continue to submit Forms 50-04 to the State Allocation Board for eligible projects.

2. The district should pursue all other local funds (e.g., redevelopment tax increment, mitigation payments/alternative fees/statutory school fees, etc.) to the fullest extent possible.

Standard Implemented: Fully—Sustained

Implementation Scale



2.4 Facility Planning—Existence of a District Facility Planning Committee

Professional Standard

The district has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the recent passage of the district's local school bond measure (Measure M). In essence, this committee will function as an advisory/facility planning type of committee.

Sources and Documentation

1. Discussion with Assistant Superintendent, School Support Services
2. Discussion with Director of Facilities Planning and Construction
3. District Web page
4. District documentation

Findings

1. The district currently has a facility planning committee to oversee the Measure M, $150 million authorization for general obligation bonds.

Recommendations and Improvement Plan

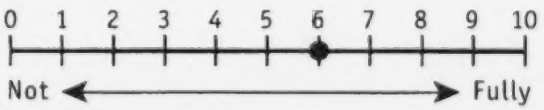
1. The district should include in the duties of the bond advisory and oversight committee those tasks that would be assigned to a facility planning committee.

2. Continue to support the committee with current accurate data so that it can make educated decisions on the available revenues.

3. Maintain accurate meeting minutes so that all actions and uses of facilities funds are documented.

Standard Implemented: Partially

Implementation Scale



2.5 Facility Planning—Properly Staffed and Funded Facility Planning Function

Professional Standard

The district should have a properly staffed and funded facility planning department.

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Services
2. Discussion with Director, Facilities Planning and Construction
3. Discussion with OPSC and CDE staff

Findings

1. The facilities department of the district is currently staffed with three individuals. Compared to other school districts in the state with comparable numbers of students, a facilities department comprised of three individuals is extremely inadequate for WCCUSD.

2. The district is currently seeking consulting services for a "master architect/engineer/bond program management team" to assist with the implementation of the Measure M facilities program. This assistance will be invaluable, but it is believed that additional in-house staffing is also required.

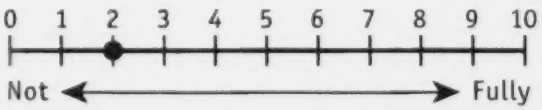
Recommendations and Improvement Plan

1. Once the district has obtained the services of a "master architect/engineer/bond program management team," a "self-analysis" should be conducted within the district to determine the types and numbers of additional staffing positions that are required in order to effectively meet the facilities-related challenges and opportunities that exist.

2. Job descriptions, roles, and responsibilities should be carefully developed and articulated. A system of ongoing assessment and evaluation is needed to determine whether the facilities department is properly staffed and funded to meet evolving project servicing requirements—dependent upon then-current projects and needs.

Standard Implemented: Partially

Implementation Scale



2.6 Facility Planning—Implementation of an Annual Capital Planning Budget

Professional Standard

The district should develop and implement an annual capital planning budget.

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Facilities

2. Discussion with Director of Facilities Planning & Construction

Findings

1. With the passage of Measure M, the district has developed an annual capital planning budget that identifies the elementary school facilities improvements that require immediate attention.

2. The district does develop an annual capital planning budget that identifies the middle/junior high and high school facilities improvements that require immediate attention.

Recommendations and Improvement Plan

1. The district needs to receive state funds, in addition to local funds, in order to provide school facilities that are truly safe.

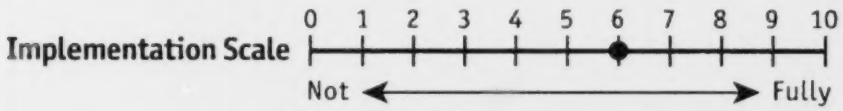
2. The district needs to evaluate the modernization and enhancement needs at the middle/junior high and high school facilities and the local funding source that will complement state funds for improvements identified at the middle/junior high and high school facilities.

3. Continue to evaluate whether additional general obligation bond measures are needed.

4. Continue aggressive efforts to obtain state funds.

5. Establish joint private and public partnerships to provide funding for joint use projects.

Standard Implemented: Partially



2.7 Facility Planning—Standards for Real Property Acquisition and Disposal

Legal Standard

The district should have standards for real property acquisition and disposal. [EC 39006, 17230-17233]

Sources and Documentation

1. Discussion with Director of Facilities Planning and Construction

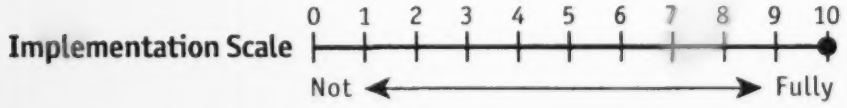
Findings

1. The district has developed standards for real property acquisition and disposal. These standards have been created in concert with guidelines established by the California State Department of Education and findings contained in the long-range school facilities master plan.

Recommendations and Improvement Plan

1. The district should continue to update its standards for real property acquisition and disposal as the California State Department of Education modifies its guidelines, as well as when the long-range school facilities master plan identifies new demographic trends and conclusions.

Standard Implemented: Fully—Sustained



2.8 Facility Planning—State Allocation Board Waivers for Non-Conforming Facilities

Legal Standard

The district seeks and obtains waivers from the State Allocation Board for continued use of its non-conforming facilities. [EC 17284, 17285]

Sources and Documentation

1. Interview with OPSC Project Manager
2. Interviews with WCCUSD staff
3. Review of district records
4. Review of State Allocation Board agendas

Findings

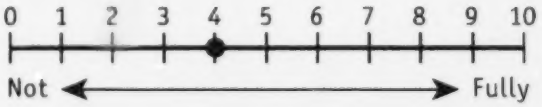
1. The WCCUSD has not pursued any waivers from the State Allocation Board for authorized/continued use of all non-conforming facilities. Of greater importance, however, the WCCUSD is currently developing a plan to assess the needs to have all of the non-conforming facilities either brought up to current standards or replaced to finalize the acquisition and placement of these facilities.

Recommendations and Improvement Plan

1. The district should finalize its efforts to obtain DSA approval for all of its non-conforming facilities or seek to replace the non-conforming classrooms with DSA-approved facilities.

Standard Implemented: Partially

Implementation Scale



2.9 Facility Planning—Selection of Licensed Architect/Engineering Services

Legal Standard

The district has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 17302]

Sources and Documentation

1. Interviews with WCCUSD staff

2. Review of district records, current *RFP*, and board policy

Findings

1. The WCCUSD is currently engaged in the selection process for architectural services. A well-conceived/multi-phase process is being implemented. The process has included multiple opportunities and methods for the WCCUSD to evaluate the professional strengths and weaknesses of the firms being considered.

2. There is relatively focused participation by WCCUSD staff within the architectural selection process—the Director of Facilities Planning and Construction is heading up this effort. His extensive experience and longevity within the district will be of benefit as the process moves toward a successful conclusion.

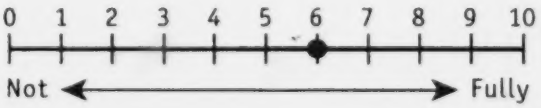
3. The WCCUSD is to be commended for its development of a process that is based upon meaningful criteria and a comprehensive approach toward selection. The selection process that is currently being utilized is a significant improvement from past practices of the district.

Recommendations and Improvement Plan

1. The WCCUSD Board Policy Manual should be modified to reflect "in-place" procedures for the selection of architectural/engineering services.

Standard Implemented: Partially

Implementation Scale



2.10 Facility Planning—Assessment of Local Bonding Capacity

Legal Standard

The district should assess its local bonding capacity. [EC 15100]

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Services

Findings

1. *The district has recently been quite successful in assessing its local bonding capacity.* On June 2, 1998, 75.9 percent of the voters casting ballots in the district approved Measure E and on November 7, 2000, 77.3 percent of the voters casting ballots in the district approved Measure M. Combined, the two measures authorized the district to issue a total of $190 million in general obligation bonds.

Recommendations and Improvement Plan

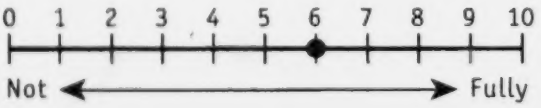
1. The district should include in the duties of the bond advisory and oversight committee those tasks that would be assigned to a facility planning committee.

2. Continue to support the committee with current, accurate data so that the committee can make educated decisions on the available revenues.

3. Maintain accurate meeting minutes so that all actions and uses of facilities funds are documented.

Standard Implemented: Partially

Implementation Scale



2.11 Facility Planning—Process to Determine Debt Capacity

Professional Standard

The district should develop a process to determine debt capacity.

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Services.

Findings

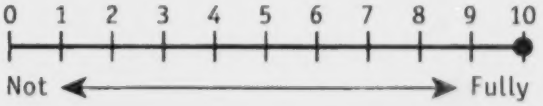
1. With the assistance of a financial adviser, the district has developed a process to determine debt capacity.

Recommendations and Improvement Plan

1. The district should continue to work with a financial adviser whose expertise is municipal finance for school districts in the state.

Standard Implemented: Fully—Sustained

Implementation Scale



2.12 Facility Planning—Awareness and Monitoring of Assessed Valuation

Professional Standard

The district should be aware of and monitor the assessed valuation of taxable property within its boundaries.

Source and Documentation

1. Discussion with Assistant Superintendent, Operational Support Services

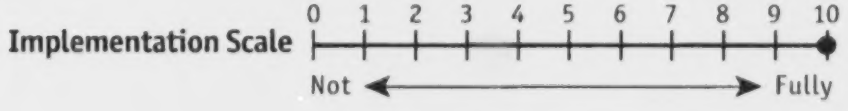
Findings

1. Under the guidance of a financial adviser, the district has been made aware of, and has developed a procedure for, monitoring the assessed valuation of taxable property within its boundaries.

Recommendations and Improvement Plan

1. The district should continue to work with a financial advisor whose expertise is municipal finance for school districts in the state.

Standard Implemented: Fully—Sustained



2.13 Facility Planning—Monitor Legal Bonding Limits

Legal Standard

The district should monitor its legal bonding limits. [EC 15100, 15330]

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Services.

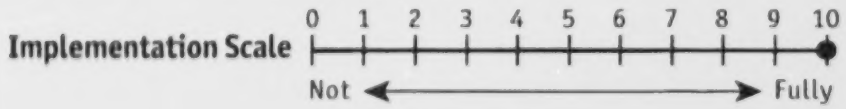
Findings

1. With the assistance of a financial adviser, the district has developed a procedure for monitoring its legal bonding limits.

Recommendations and Improvement Plan

1. The district should continue to work with a financial adviser whose expertise is municipal finance for school districts in the state.

Standard Implemented: Fully—Sustained



2.14 Facility Planning—Collection of Statutory Developer Fees

Legal Standard

The district should collect statutory school fees. [EC 17620, GC 65995, 66000]

Sources and Documentation

1. Discussion with Director of Facilities Planning & Construction.
2. District documentation.

Findings

1. The district is imposing the maximum statutory school fees of $2.05 per square foot of residential development and $0.33 per square foot of commercial/industrial development based on findings made in the Development Fee Implementation Study dated July 29, 1998.

2. The district is imposing alternative school facility fees per Section 65995.5 of the Government Code based on findings made in the School Facilities Needs Analysis dated December 1, 2000.

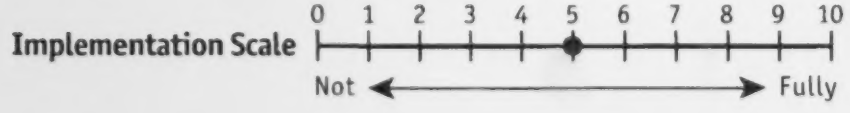
Recommendations and Improvement Plan

1. The district should retain a consultant to prepare updated Residential and Commercial/ Industrial Development School Fee Justification Studies every even-numbered year, as well as to prepare an updated School Facilities Needs Analysis every year.

2. The district should prepare Residential and Commercial/Industrial Development School Fee Justification Studies to confirm its need and ability to charge the maximum statutory school fees based on facts, factors, and rates of the district in school year 2000-01 as opposed to those in school year 1997-98.

3. The district should seek a legal opinion on the calculations included in the School Facilities Needs Analysis dated December 1, 2000.

Standard Implemented: Partially



2.15 Facility Planning—Consideration of an Asset Management Plan

Professional Standard

The district should consider developing an asset management plan.

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Services
2. Discussion with Director of Facilities Planning and Construction

Findings

1. The district has many schools that could be combined. By combining schools, the district could reduce maintenance and operation costs and generate surplus school sites, which could be asset-managed.

2. The Superintendent and her staff are evaluating the school level configuration of the district to determine which would provide the best educational programs to the communities within its boundaries and facilitate the most efficient use of existing school facilities.

Recommendations and Improvement Plan

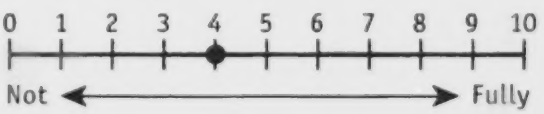
1. The district should analyze its long-range school facilities master plan to determine which of the school facilities should be expanded and closed.

2. The district and its consultant should work closely with staff of the various cities in developing an asset management plan. By doing so, the district could maximize the value of schools that are closed.

3. The district should proceed cautiously in determining which schools should be closed.

Standard Implemented: Partially

Implementation Scale



2.16 Facility Planning—Application for Funding for Joint Use Projects

Professional Standard

The district has pursued state funding for joint-use projects through the filing of applications through the Office of Public Construction and the State Allocation Board.

Sources and Documentation

1. Interview with OPSC Project Manager
2. Review of OPSC Project Tracking for WCCUSD
3. Interviews with WCCUSD staff
4. Review of district records

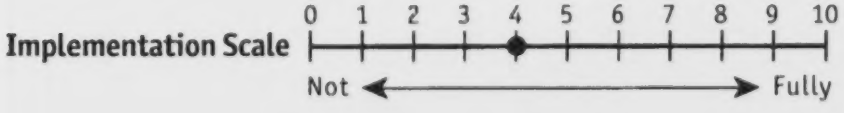
Findings

1. In recent years, WCCUSD was preparing to file an application for a joint-use project at the new Hercules middle/high school project. Significant initial efforts occurred with and through the City of Hercules to develop joint use planning, funding, and use concepts. Unfortunately, the project never materialized.

Recommendations and Improvement Plan

1. At this time, funding for future joint-use projects is being considered by the Implementation Committee through SB 1795 (Alpert). Potential funding for this bill is proposed through "recaptured" funds obtained by the Office of Public School Construction staff for lease-purchase projects that have been closed out. Therefore, it is suggested that the WCCUSD continue to monitor opportunities through any available funding source to fiscally support any proposed joint-use project(s). It would appear that significant potential joint-use opportunities could exist within the WCCUSD given the various municipalities and agencies with which the district interacts.

Standard Implemented: Partially



2.17 Facility Planning—Priorities and Scheduling of Projects

Professional Standard

The district has established and utilizes an organized methodology of prioritizing and scheduling projects.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records

Findings

1. The staff within WCCUSD works diligently to plan and schedule projects in a manner that corresponds to priorities established by the board of education.

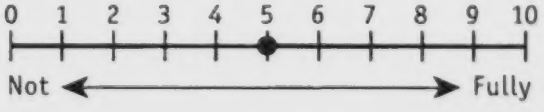
2. The district has maintained a working relationship with a professional project manager; this relationship has been very beneficial to the district, its projects, and the overall progress of respective projects.

Recommendations and Improvement Plan

1. The district has done a good job in scheduling projects, given the very limited staffing that currently exists within the district. It is recommended that the district continue to utilize the services of a professional project manager to assist with scheduling of projects.

Standard Implemented: Partially

Implementation Scale



2.18 Facility Planning—School Site Size and Loading Capacity

Professional Standard

The district complies with California Department of Education (CDE) recommendations relative to school site sizing

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district facilities records
3. Inspection of district sites/facilities

Findings

1. The district currently maintains a wide variety of school grade-level configurations on sites of varying sizes and enrollment capacities. However, the district is currently undertaking a study to analyze how greater consistency may be achieved in school site enrollments and grade level configurations throughout the district.

2. The district has an extreme range of site sizes and configurations upon which to conduct the various educational programs and instructional services offered to the district's approximate 33,000 students. There appears to be little consistency throughout the district as to school site sizing, enrollments, and loading capacity.

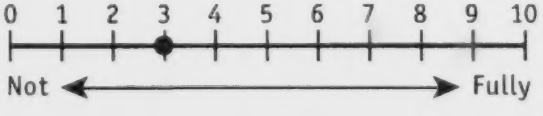
Recommendations and Improvement Plan

1. The district should complete the study that is in progress relative to the analysis of existing site sizes, enrollments, and grade level configurations. The conclusions of this study should lead to the development of a plan to more efficiently and consistently utilize the district's facilities and capital assets. Consolidation of campuses should be considered with the potential of closing smaller schools and, in turn, utilizing the "closed sites" in an asset management program.

2. In planning for any future new school sites, the district should carefully utilize the resources within the CDE's School Facilities Planning Division to analyze and "size" future school sites in accordance with the guidelines included within the "Guide to School Site Analysis and Development—2000 edition."

Standard Implemented: Partially

Implementation Scale



2.19 Facility Planning—Equity of Distribution of Facility Funding

Professional Standard

The district should distribute facility funding in an equitable manner to all communities served and to all school levels.

Sources and Documentation

1. Discussions with Assistant Superintendent, Operational Support Facilities

Findings

1. The district does recognize that the funding of school facilities, both modernization and new construction, needs to be distributed throughout its boundaries at all school levels.

2. The district has developed a procedure for ensuring that proceeds of Measure M to repair, renovate, and reconstruct elementary schools are distributed equitably throughout its boundaries.

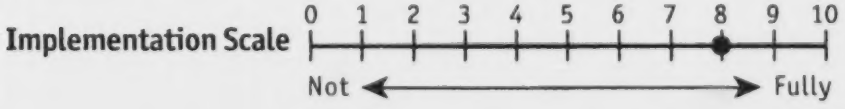
3. The district has had discussion with various communities in its boundaries and has agreed to spend a certain amount of local funds developed in such communities on schools serving students generated from the area.

Recommendations and Improvement Plan

1. The district needs to educate the communities regarding the amount of local funds generated, the needs of the local school facilities, and the laws that govern how local funds need to be expanded.

2. The district needs to create policies that could be applied to all local funds to ensure that school facilities funds are disbursed in an equitable manner. This policy should consider the amount of local funds captured by the district from a community and the school facilities needs of such community.

Standard Implemented: Fully—Substantially



3.1 Facilities Improvement and Modernization—Appropriate Use of the Deferred Maintenance Fund

Professional Standard

The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.

Sources and Documentation

1. District's general ledger for Deferred Maintenance Fund
2. Copies of J-205 Deferred Maintenance Fund Budget and Unaudited Actuals document
3. Copies of purchase orders and contracts
4. Copies of work orders noting deferred maintenance projects
5. Copy of five-year deferred maintenance plan
6. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The district recently shifted the responsibility for the Deferred Maintenance Program from the Facilities Department to the Maintenance, Operations and Transportation Department.

2. The Maintenance, Operations and Transportation Department requires any work orders being charged to the deferred maintenance program to reflect the deferred maintenance project number on the work order so that it can be properly accounted for in the accounting records.

3. With more than $50 million in deferred maintenance projects needed during the current fiscal year and less than $3 million in available resources from both the district and the State, the district is unable to scratch the surface of the total needs of the schools.

4. The general ledger for the Deferred Maintenance Fund did reflect the proper accounting for the various work orders that should be charged to the program.

5. Any deferred maintenance projects that could not be funded from the Deferred Maintenance Fund but that had to be completed became a liability to the General Fund Maintenance and Operations budget. This reduced the revenues available to maintain the basic maintenance of the schools.

Recommendations and Improvement Plan

1. Update the five-year deferred maintenance plan annually to remove maintenance completed during the year and include projects that have become eligible for deferred maintenance funding. While state funding will never reach the level necessary to cover the total district needs, the district should have a plan in place for all available funding.

2. The governing board should review the needs of the individual school sites for all aspects of deferred maintenance and prioritize them to obtain the district's goals. The prioritization should be based on the health and safety of the students and community, the educational benefit to the student, and the availability of funds in the future.

3. The board should adopt a policy directing the district to concentrate all funding for deferred maintenance on the needs as prioritized.

4. The policy should be reviewed annually as a part of the budget development process for possible revision and re-adoption.

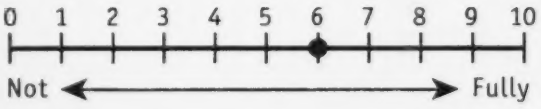
5. Once the governing board has established the priorities for the deferred maintenance program, the district must incorporate the priorities into the five-year deferred maintenance plan filed with the state.

6. The district should review the projects included in the five-year plan to verify estimated costs for each project and whether to keep the project on the plan.

7. All projects should be updated annually to cover the increased costs for completing the project.

Standard Implemented: Partially

Implementation Scale



3.2 Facilities Improvement and Modernization—Use of Deferred Maintenance Extreme Hardship Applications

Professional Standard

The district has pursued state funding for deferred maintenance-critical hardship needs by filing an application(s) through the Office of Public School Construction and the State Allocation Board. [State Allocation Board Regulation §1866]

Sources and Documentation

1. Interview with OPSC staff
2. Interviews with WCCUSD staff
3. District facilities records
4. State Allocation Board agendas

Findings

1. The WCCUSD has pursued deferred maintenance-critical hardship funding through the State Allocation Board.

2. To date, these efforts have been fairly successful.

3. Staff has expressed a desire to continue to pursue this funding source as one method to meet the continued deferred maintenance needs that exist throughout the district.

Recommendations and Improvement Plan

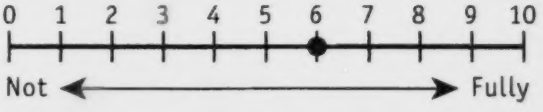
1. The WCCUSD should continue to pursue deferred maintenance-critical hardship funding opportunities through the State Allocation Board.

2. Ensure that staff training is provided so that "decision-makers" within the WCCUSD facilities and maintenance departments clearly understand program elements and participation requirements for the Deferred Maintenance—Critical Hardship Program.

3. Monitor program elements, opportunities, and requirements for critical hardship funding at least on a quarterly basis; analyze these elements in relation to WCCUSD needs.

4. The WCCUSD should proactively seek funding solutions for eligible needs by establishing quarterly contacts with appropriate state-level staff (currently OPSC). These contacts should keep WCCUSD current with current program requirements and make state staff aware of WCCUSD needs.

Standard Implemented: Partially



3.3 Facilities Improvement and Modernization—Application to State Allocation Board for Facilities Funding

Professional Standard

The district applies to the State Allocation Board for facilities funding for all applicable projects.

Sources and Documentation

1. Interview with OPSC Project Manager and other staff members
2. OPSC Project Tracking for WCCUSD
3. Interviews with WCCUSD staff
4. District facilities records
5. State Allocation Board agendas
6. WCCUSD Board agendas

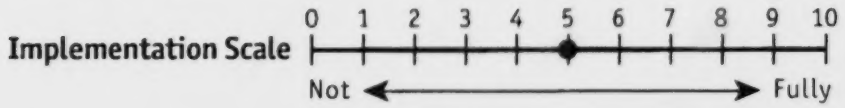
Findings

1. The WCCUSD has made a concerted effort within recent years to access the State School Facility Program for potential funding of modernization, growth, and deferred maintenance needs. This was also true through the previous state program, the Lease-Purchase Program, although for some period of time the district was "locked out" from pursuing state funding due to its required financial recovery assistance from the State of California.

Recommendations and Improvement Plan

1. The district should increase the effort to participate in the State School Facility Program in order to potentially "leverage" the proceeds obtained through the successful passage of Measure M in November 2000.

Standard Implemented: Partially



3.4 Facilities Improvement and Modernization—Determination of Maximum Eligibility for State Funding

Professional Standard

The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Interview with OPSC Project Manager
3. District facilities records

Findings

1. The WCCUSD has made a concerted effort within recent years to improve its chances for funding through the State School Facility Program for modernization, growth, and deferred maintenance needs.

2. It appears that a more consistent and proactive approach toward state program participation and monitoring needs to be established and maintained.

Recommendations and Improvement Plan

1. The district should increase the effort to participate in the State School Facility Program and recognize that, under the current regulations of the States' School Facilities Program, it is of critical important to "advance" individual projects through the DSA approval phase in order to best position the project for potential State funding.

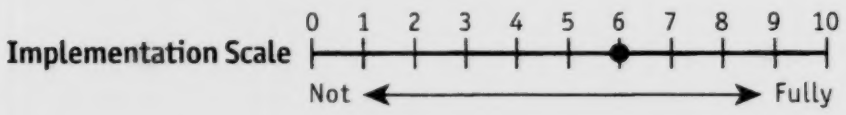
2. All facilities department staff should receive training to ensure that there is uniform understanding of State program regulations and how they specifically apply to applications for funding for WCCUSD.

3. Specific WCCUSD staff should be responsible for monitoring the State program and serving as a liaison with appropriate State program representatives.

4. Regularly scheduled coordination meetings should be conducted with parties (WCCUSD staff, architects, etc.) for the purpose of tracking the completion of activities necessary to enhance State program funding potential.

5. A plan needs to be developed to determine how local funding requirements will be met in order to access state funding (80/20 modernization funding, etc.).

Standard Implemented: Partially



3.5 Facilities Improvement and Modernization—Interim Plans for Student Housing During Construction

Professional Standard

The district establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records

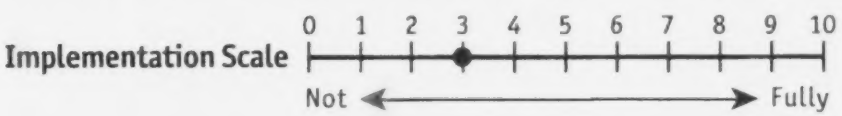
Findings

1. Multiple modernization projects have been completed in the recent past within WCCUSD. Typically, the district has not found it necessary to utilize interim housing for the aforementioned modernization projects in that these projects were either completed in "off school" periods or the scope of the projects were such that interim housing was not required. However, the district's staff was receptive to the future utilization of interim housing plans for upcoming modernization as one methodology to minimize disruptions to an individual school's instructional program.

Recommendations and Improvement Plan

1. In order to avoid distractions to the instructional program at any given site being modernized or receiving substantial facility additions, the WCCUSD should consider the following factors related to the provision and use of an interim housing plan
   a. Include the site level administrators in discussions focusing upon construction phasing plans and the need for the provision and placement of interim housing.
   b. Make a commitment to providing uniform communication among all involved parties relative to project scheduling elements at each respective site.
   c. Adhere strictly to project schedules to maximize the effectiveness of interim housing plans. It is acknowledged that this requires strong leadership in the construction administration phase of the project and that the project architect, the general contractor's representative, the district construction representative, and other responsible parties will need to operate through a cohesive approach toward project and construction management.

Standard Implemented: Partially



3.6 Facilities Improvement and Modernization—Maintenance of a System for Tracking Project Progress

Professional Standard

The district has established and maintains a system for tracking the progress of individual projects.

Sources and Documentation

1. Interviews with WCCUSD staff
2. District facilities records

Findings

1. The WCCUSD currently has a wide diversity of projects in various phases of planning and construction.

2. The district is currently utilizing the services of a project management firm. It appears that an effective working relationship exists between the project management firm and district staff.

3. In consideration of the recent passage of Measure M and the anticipated large number of future facilities-related projects, the district definitely appears to be "understaffed" to handle anticipated facilities planning and administration needs.

4. Leadership within the Facilities Department is very knowledgeable and interested in project tracking and appears to have the requisite skills for the overall management of projects (notwithstanding the aforementioned "understaffing" condition).

Recommendations and Improvement Plan

1. The district should consider the significant project management and project tracking needs that will be associated with the aggressive list of future facilities projects anticipated throughout the district and become better prepared to effectively track the progress of individual projects.

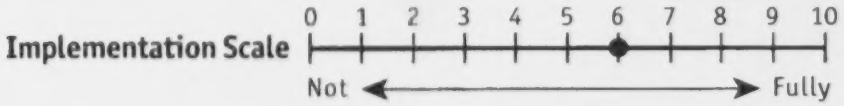
2. All Facilities Department staff should participate in professional training related to project management. Training should be uniform for all staff.

3. Regularly scheduled "project status" meetings between all involved parties should be conducted to promote project articulation and to develop a more uniform understanding of the status of individual projects. Project managers should attend these meetings with concise and up-to-date written reports that reflect the status and needs of projects under their responsibility.

4. The understaffing condition that currently exists within the district's Facilities Department needs to be seriously evaluated and remedied.

5. A careful assessment of staffing needs to take into consideration the district's past and anticipated future use of outside project management, as well as the anticipated use of a "Master Architect/Engineer/Bond Program Management Team."

Standard Implemented: Partially



3.7 Facilities Improvement and Modernization—Furniture and Equipment Included in Modernization Program

Professional Standard

Furniture and equipment items are routinely included within the scope of modernization projects.

Sources and Documentation

1. Interview with OPSC Project Manager
2. Interviews with WCCUSD staff
3. District records

Findings

An important element within any modernization project is the inclusion of furniture and equipment. While it is very beneficial to update the building structures, the "systems" within the building structure, and exterior aspects of the building and school site, it is very important to also consider the upgrade of furniture and equipment within any given school modernization project.

1. The WCCUSD would like to routinely include furniture and equipment within the scope of its modernization projects. However, because of the broad-based "infrastructure" and basic building needs that typically exist within all district schools/sites, past modernization projects have not included adequate funding to address furniture and equipment needs nor individual project allotments.

2. A concerted future focus upon the allocation of furniture and equipment funds should occur as part of individual project scope and budget planning.

3. The concept of site-based involvement over such planning is supported so long as a clear-cut connection can be made between purpose of expenditures and projected positive impacts upon delivery of instruction and student learning.

Recommendations and Improvement Plan

1. The district should create a system to ensure the consideration of furniture and equipment allocations within future modernization projects, as available resources allow.

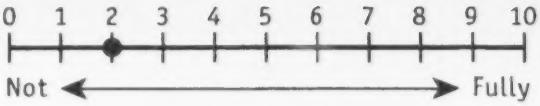
2. The district's Bond Oversight Committee should be informed of the previous deficiencies within modernization projects for furniture and equipment allocations and determine how this should be remedied within future projects.

3. Site-based groups should develop furniture and equipment expenditure proposals. Site-level administrators should manage the development of these proposals.

4. All site-based proposals for the expenditure of furniture and equipment funds should be reviewed and ultimately approved for implementation by the district-level oversight committee that includes representation from respective school sites, the district's instructional services division, and the district's facilities services department.

Standard Implemented: Partially

Implementation Scale



3.8 Facilities Improvement and Modernization—Approval of Plans and Specifications Prior to Contract Award

Legal Standard

The district obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest, responsible bidder. [EC 17263, 17267]

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of the WCCUSD Board Policy Manual

Findings

1. The WCCUSD obtains Division of the State Architect and Office of Public School Construction approvals prior to the award of a contract to the lowest, responsible bidder.

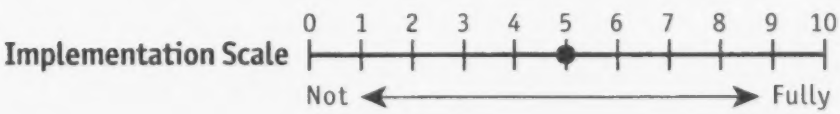
2. In limited selected instances, the district proceeded with the award of a construction contract prior to agency approvals. This has only occurred when scheduling needs absolutely necessitated such action.

Recommendations and Improvement Plan

1. Establish a board policy and administrative regulations that clarify the procedures to be used in the award of a construction contract.

2. Require the approval of all construction plans prior to commencement by the Division of the State Architect and the Office of Public School Construction to maintain maximum funding eligibility.

Standard Implemented: Partially



3.9 Facilities Improvement and Modernization—All Relocatables Meet Statutory Requirements

Legal Standard

All relocatables in use throughout the district meet statutory requirements. [EC 17292]

Sources and Documentation

1. Inspection of district sites
2. Interviews with WCCUSD staff
3. Review of district records
4. Review of Division of the State Architect records

Findings

1. The WCCUSD has a number of relocatable facilities that do not currently meet statutory requirements. However, the district is in the process of identifying all statutory deficiencies that exist and costs associated with remediation.

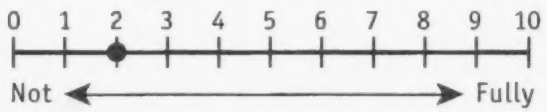
2. The district has developed procedures to ensure that new facilities are processed in ways that meet all statutory requirements.

Recommendations and Improvement Plan

1. The district must make an ongoing commitment to systematically install relocatables only after all required approvals are obtained by the district.

Standard Implemented: Partially

Implementation Scale



3.10 Facilities Improvement and Modernization—Plan for Maintenance and Modernization Exists

Legal Standard

The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records

Findings

1. A facilities master plan exists to guide the district's facilities program.

2. The district has filed its five-year deferred maintenance plan with the State Allocation Board.

3. The WCCUSD is in a "preparation" mode with respect to providing badly needed improvements to its facilities.

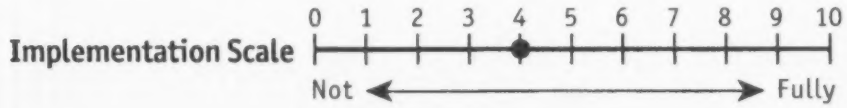
4. There are significant health and safety needs that need to be addressed

Recommendations and Improvement Plan

1. The WCCUSD must continue its implementation of its facilities master plan.

2. The district must refine its facilities master plan on a consistent basis as individual projects are completed and additional facility needs are identified.

Standard Implemented: Partially



3.11 Facilities Improvement and Modernization—Annual Deferred Maintenance Contribution is Made Correctly

Professional Standard

The annual deferred maintenance contribution is made correctly. The district should annually transfer the maximum amount that the district would be eligible for in matching funds from the state.

Sources and Documentation

1. District's general ledger for Deferred Maintenance Fund
2. Copies of J-205 Deferred Maintenance Fund Budget and Unaudited Actuals document
3. State correspondence for maximum funding
4. County correspondence regarding possible funding levels
5. Copy of transfer certification document

Findings

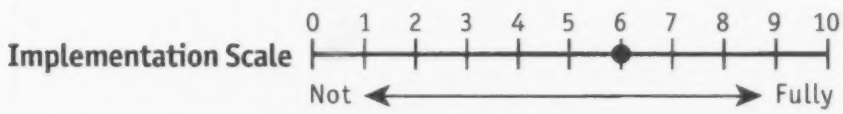
1. The district made the appropriate transfer into the Deferred Maintenance Fund needed to match the State's Deferred Maintenance Apportionment.

2. Historically, due to the tight financial status of the district, the full amount of the transfer has not been made.

Recommendations and Improvement Plan

1. As a minimum, the district should continue transferring the maximum amount possible as certified by the California Department of Education to the Deferred Maintenance Fund to avoid any additional reports to be submitted to the state.

Standard Implemented: Partially



3.12 Facilities Improvement and Modernization—Deferred Maintenance Projects are Actively Managed

Professional Standard

The district actively manages the deferred maintenance projects. The district should review the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district should also verify that the projects performed during the year were included in the state-approved, five-year deferred maintenance plan.

Sources and Documentation

1. District's general ledger for Deferred Maintenance Fund
2. Copies of purchase orders and contracts
3. Copies of work orders
4. Copy of five-year deferred maintenance plan
5. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The district recently shifted the responsibility for the Deferred Maintenance Program from the Facilities Department to the Maintenance, Operations and Transportation Department.

2. The Maintenance, Operations and Transportation Department requires any work orders being charged to the deferred maintenance program to reflect the deferred maintenance project number on the work order so that it can be properly accounted for in the accounting records.

3. With more than $50 million in deferred maintenance projects needed during the current fiscal year and less than $3 million in available resources from both the district and the state, the district is unable to scratch the surface of the total needs of the schools.

4. The general ledger for the Deferred Maintenance Fund did reflect the proper accounting for the various work orders that should be charged to the program.

5. Any deferred maintenance projects that could not be funded from the Deferred Maintenance Fund but that had to be completed became a liability to the General Fund Maintenance and Operations budget. This reduced the revenues available to maintain the basic maintenance of the schools.

Recommendations and Improvement Plan

1. Update the five-year deferred maintenance plan annually to remove maintenance completed during the year and include projects that have become eligible for deferred maintenance funding. While state funding will never reach the level necessary to cover the total district needs, the district should have a plan in place for all available funding.

2. The Governing Board should review the needs of the individual school sites for all aspects of deferred maintenance and prioritize them to obtain the district's goals. The prioritization should be based on the health and safety of the students and community, the educational benefit to the student, and the availability of funds in the future.

3. The board should adopt a policy directing the district to concentrate all funding for deferred maintenance on the needs as prioritized.

4. The policy should be reviewed annually as a part of the budget development process for possible revision and re-adoption.

5. Once the Governing Board has established the priorities for the deferred maintenance program, the district must incorporate the priorities into the five-year deferred maintenance plan filed with the state.

6. The district should review the projects included in the five-year plan to verify the estimated costs for each project and whether to keep the project on the plan.

7. All projects should be updated annually to cover the increased costs for completing the project.

Standard Implemented: Partially

Implementation Scale

3.13 Facilities Improvement and Modernization—Knowledge of Office of Public School Construction Procedures

Professional Standard

Staff within the district is knowledgeable of procedures within the Office of Public School Construction (OPSC).

Sources and Documentation

1. Interview with OPSC Project Manager
2. Interviews with WCCUSD staff

Findings

1. Upper-level management within the WCCUSD is knowledgeable of procedures within the Office of Public School Construction (OPSC).

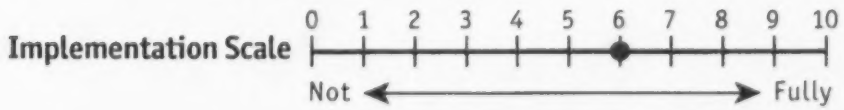
2. Other than the Director of the Facilities Department, it is believed that the other department members may not be uniformly aware of OPSC procedures.

Recommendations and Improvement Plan

1. The WCCUSD Facilities Department staff should receive additional training on proven methodologies to work effectively with the OPSC staff and to better understand OPSC procedures, especially with the implementation and ongoing refinement of SB 50 regulations.

2. Training could occur through selected in-district personnel, but it is suggested that this training be augmented through the use of outside professionals who have experience in working with OPSC staff and who are well-versed in OPSC procedures. This type of training will be especially important if and when additional Facilities Department staffing occurs.

Standard Implemented: Partially



3.14 Facilities Improvement and Modernization—Knowledge of Division of State Architect Procedures

Professional Standard

Staff within the district is knowledgeable of procedures within the Division of the State Architect (DSA).

Sources and Documentation

1. Interview with DSA staff
2. Interviews with WCCUSD staff

Findings

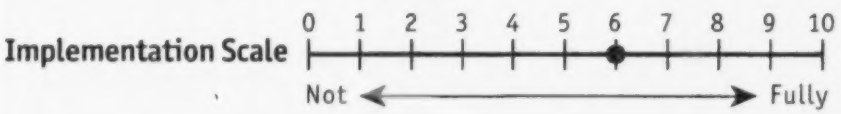
1. Upper-level management within the WCCUSD is knowledgeable of procedures within the Division of the State Architect (DSA).

2. The current construction-related staff person within the Facilities Department is very familiar with DSA procedures.

Recommendations and Improvement Plan

1. If and when additional WCCUSD Facilities Department staff is employed, he/she/they should receive extensive training to fully understand DSA procedures. This training should occur through the use of outside professionals who have experience in working with DSA and who are well-versed in DSA policies, procedures, and regulations.

Standard Implemented: Partially



4.1 Construction of Projects—An Appropriate Project Management Structure Exists

Professional Standard

The district maintains an appropriate structure for the effective management of its construction projects.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records
3. Interviews with contractors from respective construction projects

Findings

1. It is our observation that the district is managing its current construction projects fairly well. There is a significant concern, however, that the current inadequate staffing within the Facilities Department will be a serious problem toward broader scale project management once the large number of Measure M projects commence.

2. The district has employed a project manager, and this working relationship is very effective.

3. The district is currently involved in the selection process for a "Master Architect/ Engineer/Bond Program Management Team." It is believed that this team will provide significant assistance in the area of overall and individual project management.

Recommendations and Improvement Plan

1. The district should carefully plan for upcoming project management needs in consideration of the large number of Measure M projects that are scheduled to commence.

2. Once the district has employed its Master Architect/Engineer/Bond Program Management Team, it needs to assess project management responsibilities and resultant district staffing needs within the Facilities Department.

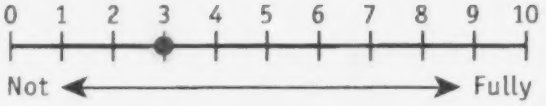
3. The district should establish procedures to evaluate the ongoing effectiveness of its district/project management relationship; the results of this evaluation should guide the amount and degree of future use of outside project management services

4. All future Facilities Department staff that is retained for involvement in the construction phase of projects should participate in professional training related to project and construction management.

5. Provisions for team building/training should be made for the various in-district and outside professionals involved in the district's facilities-related projects to ensure that effective project coordination and articulation occurs. This will be especially important to enhance the most efficient use of locally generated funding and, in essence, maximize the "leveraging" of local funds as the district continues to pursue future state funding opportunities.

Standard Implemented: Partially

Implementation Scale



4.2 Construction of Projects—Change Orders are Processed and Received Prior Approval

Professional Standard

Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.

Sources and Documentation

1. Interview with Inspector(s) of Record
2. Interviews with WCCUSD staff
3. Interviews with respective contractors
4. Review of district records

Findings

1. The district has generally obtained all required approvals for change orders prior to their implementation. Current written procedures exist to guide the change order process within WCCUSD projects. The importance of this practice cannot be overstated due to the financial implications that can result through a haphazard adherence to this practice.

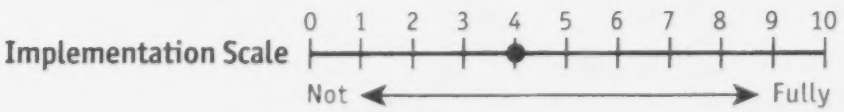
2. We found that the district has had mixed experiences with respect to its Inspectors of Record (IOR). The IOR is an important participant in the change order review/approval process.

Recommendations and Improvement Plan

1. To ensure continued compliance with the practice of obtaining all change order approvals prior to implementation, the district should clearly articulate to all project participants the district standard of obtaining all necessary approvals for change orders prior to implementation of the change order.

2. Establish procedures and standards for the selection and employment of Inspectors of Record and include within their initial district training reinforcement of the district standard and procedures for all change order approvals prior to implementation.

Standard Implemented: Partially



4.3 Construction of Projects—Appropriate Project Records and Drawings are Maintained

Professional Standard

The district maintains appropriate project records and drawings.

Sources and Documentation

1. Interview with Inspector(s) of Record
2. Interviews with WCCUSD staff
3. Review of district records

Findings

1. The district, not unlike many California public school districts, is somewhat disorganized and inconsistent in the maintenance of project records and drawings. Improvement could be made in the district's maintenance in both of these areas (records and drawings).

2. An improved system of storage and maintenance of project records and drawings is needed to support future needs at district sites for repair and/or modifications to existing facilities.

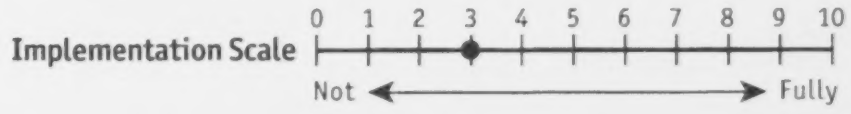
Recommendations and Improvement Plan

1. The district should improve its storage and maintenance of records and drawings through an organized effort to establish internal systems for the creation and maintenance of project records.

2. The district should create an area and system adequate to maintain project drawings and specifications. It is believed that this area should be in close proximity to the Director of Facilities Office to ensure monitoring of plan check out/as-built plan availability and utilization.

3. A system for the recordation of plan/s checkout and responsibility/accountability for returns should be clearly articulated to all involved parties to the district's many facilities-related projects and activities.

Standard Implemented: Partially



4.4 Construction of Projects—Inspector of Record Assignments are Properly Approved

Professional Standard

Each Inspector of Record (IOR) assignment is properly approved.

Sources and Documentation

1. Interview with DSA staff
2. Interviews with WCCUSD staff
3. Review of district records

Findings

1. The WCCUSD employs its IORs and each assignment is properly approved. It should be noted, however, that the district has expressed some level of dissatisfaction regarding the quality of inspection services it has received in selected instances; it is further acknowledged that there is a shortage of qualified inspectors throughout the state at this time.

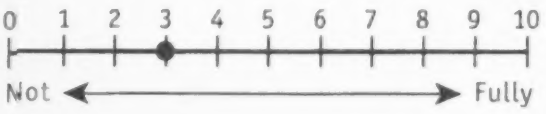
Recommendations and Improvement Plan

1. We have no recommendations related to the legal employment of inspectors.

2. We do suggest that the district analyze its selection methodologies for the employment of Inspectors of Record and, based upon some previous level of dissatisfaction about the services that have been received, modify the criteria they have used to select and employ Inspectors of Record.

Standard Implemented: Partially

Implementation Scale



5.1 Compliance with Public Contracting Laws and Procedures--Compliance with Formal Bidding Procedures

Legal Standard

The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy
2. Review of purchasing procedures
3. Discussion with the Purchasing Manager, the Assistant Superintendent, Operations, and the Director, Facilities Planning and Construction
4. Sample bid documents including ads, bid packets, awards, and correspondence

Findings

1. Compliance with Legal Requirements. We found that the district is in compliance with legal requirements for competitive bidding. The district uses standard boilerplate language regarding when the district will go to bid and when it will request proposals.

2. Bidding Procedures. The district has a well-documented bid process in place, as verified during interviews with the Purchasing Manager. The district has developed a purchasing handbook for users that includes a section on competitive bidding. Included in this section are specific guidelines by dollar amount as to when quotes for supplies and equipment are required for purchases over the legal bid limit, "formal bids" specifications, advertising, bid review and analysis, and board approval.

3. Bid Packages. Sample bid documents were reviewed from the files of the Purchasing Department that included bid advertising, sample bid packets, log of bids received and each bid amount, bids received, and associated paperwork. The documents reviewed were exceptionally well done; all mandatory notices were included, as were fully detailed procedures and specifications.

4. Workload Factors. The bidding process is well documented and adhered to per the files. There is no specialized function within Purchasing dedicated to preparation of bids. The existing staff, primarily the Purchasing Manager, assumes the entire workload. The number of bids has increased because of passage of the recent general obligation bond for facilities construction and modernization. The workload placed on the Purchasing Department has increased substantially and there has been no increase in staffing. The workload associated with each bid is high and it is critically important that bids be administered effectively.

5. Retention of Documentation. Since the district adopted the current bid procedure some years ago, there has been a reduction in the number of appeals. Documentation on file was, however, sufficient to adequately adjudicate appeals. There were, however, no detailed appeal procedures regarding contract awards included in the bid package.

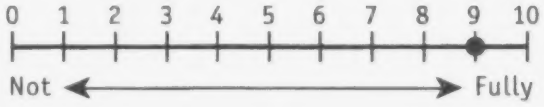
Recommendations and Improvement Plan

1. The district should consider augmenting the purchasing staff, at least for the duration of the local general obligation bond projects, to ensure that other purchasing functions are not delayed because of extensive bid activities.

2. The district should include a Notification of Appeal of Contract Award Procedures in the formal bid package.

Standard Implemented: Fully—Substantially

Implementation Scale



5.2 Compliance with Public Contracting Laws and Procedures—Procedures for Requests for Quote/Proposals

Legal Standard

The district has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy and district procedures
2. Purchasing handbook
3. Sample requests for proposals
4. Flow chart of purchasing transactions

Findings

1. Procedures for Requests for Proposal. The purchasing handbook contained detailed language regarding when the district will go to bid and when it will request proposals. It establishes clear directions for the Purchasing Department and users to follow. It also contains specific guidance relative to proposals related to major construction or renovation of buildings.

2. The purchasing handbook includes a section on competitive proposals. Included in this section are specific guidelines by dollar amount as to when quotes for supplies and equipment are required. The handbook also defines the legal limitations on informal bidding and specifies the procedures for formal bidding when appropriate.

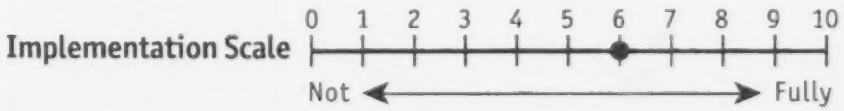
3. Progressive Review Process. The district uses an accepted practice of progressively more stringent requirements as the dollar value of the purchase increases. This is common practice and focuses more attention on high value expenditures while allowing minor purchases to be completed in a more timely manner.

4. Online Purchasing Procedures. We found that online requisitioning has not been implemented, though the district's financial system has such capabilities. Sites initiate paper requisitions that are manually routed through Fiscal Services and then back to Purchasing for creation of purchase orders. This process is labor intensive, prone to error, and slow.

Recommendations and Improvement Plan

1. Implement online purchasing procedures as soon as practicable. This may impose a training and system workload on both the Purchasing Department and the Management Information Systems branch. The change should be phased in to allow adequate training and support to be put into place prior to implementation.

Standard Implemented: Partially



5.3 Compliance with Public Contracting Laws and Procedures—Conflict of Interest Statements and Compliance

Professional Standard

The district maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements should be collected annually and kept on file.

Sources and Documentation

1. Board policy
2. Copies of sample conflict of interest statements on file

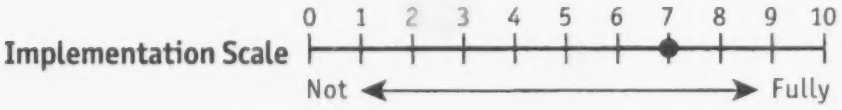
Findings

1. Conflict of interest statements were on file and appeared to be complete and current.

Recommendations and Improvement Plan

1. Continue annual collection of conflict of interest statements.

Standard Implemented: Partially



5.4 Compliance with Public Contracting Laws and Procedures—Development of Biddable Plans and Specifications

Professional Standard

The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records
3. Interviews with project contractors
4. Interviews with Inspectors of Record

Findings

1. The WCCUSD has expressed concern about prior difficulties with the quality of plans and specifications prepared and utilized during respective project bid periods. It appears that the more recent projects that have been bid have showed improvement in this area.

2. As a result of inadequate or poorly prepared plans and specifications, the district may have been exposed unnecessarily to project cost and timeline overruns.

Recommendations and Improvement Plan

1. The district should consistently analyze the "biddability and constructibility" of plans and specifications for future projects

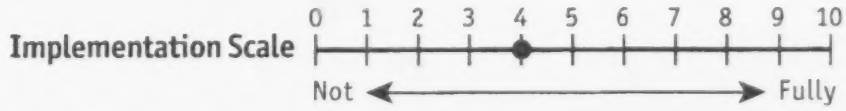
2. Prior to establishing a bid schedule for a construction project, the WCCUSD should conduct coordination meetings between the project architect, the architect's engineering consultants, and WCCUSD representatives to address "biddability and constructibility" of plans and specifications.

3. These meetings should discuss plans and specifications relative to program needs and project budget.

4. The district should consider the completion of a constructibility review of each project's plans and specifications.

5. Required revisions as recommended through the project constructibility review should be made to the plans and specifications prior to bid authorization.

Standard Implemented: Partially



5.5 Compliance with Public Contracting Laws and Procedures—Evaluation of Requests for Progress Payments

Professional Standard

The district ensures that requests for progress payments are carefully evaluated.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Interviews with project architect(s)
3. Interviews with project managers and contractors
4. Review of district records

Findings

1. The WCCUSD has a system in place in which progress payment requests within respective projects are carefully evaluated.

2. The WCCUSD staff stated that significant improvement has been made within this area over the past couple of years.

3. The staff views this as a critically important area on which the district should focus its efforts to ensure that the district is receiving the maximum value for its budgeted construction funds. This will ensure that respective project retention is adequate to successfully complete each project.

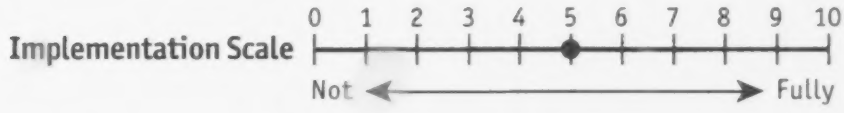
4. The staff also viewed any improvements in the selection and utilization of architectural/ engineering firms and inspection services to enhance the "team approach" required for effectiveness in fairly and successfully evaluating progress payment requests.

Recommendations and Improvement Plan

1. The district should take steps to continue to address the effective and systematic review of progress payments. This is even more important given the responsibility associated with the efficient implementation and utilization of Measure M funds.

2. The district should continue its recent efforts to enhance the selection and employment of qualified architectural/engineering firms and to improve its selection and retention of qualified Inspectors of Record.

Standard Implemented: Partially



5.6 Compliance with Public Contracting Laws and Procedures—Contract Award Appeal Process

Legal Standard

The district maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy
2. Interview Purchasing Director for number of appeals filed and how many required litigation

Findings

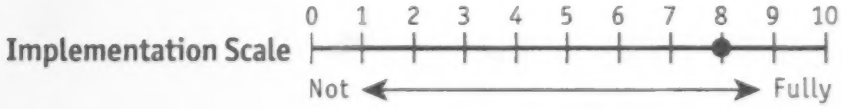
1. Bid Documents. In reviewing the contract binders that contained sample bid documents and the documentation generated by the district, the district has developed a very clear bid process that documents all of the steps taken in developing, advertising, opening, and awarding each bid. The bid binder contains samples or originals of all documents in the bid process to assist with the possible appeal of a bid.

2. Appeal Procedures. Since the district implemented the current bid procedure, there has been a reduction in the number of appeals. However, while appeals are not currently a problem for the district, the absence of detailed appeal procedures could be. The Purchasing Manager was very familiar with legal requirements for appeals of bid awards, but we found no detailed procedures in either the bid packages or board policy.

Recommendations and Improvement Plan

1. The district should continue the current bid process. A detailed statement of "bidder's rights" should be included in the bid package. A policy and procedure should be formalized.

Standard Implemented: Fully—Substantially



5.7 Compliance with Public Contracting Laws and Procedures—Internal Control of Bidding Process

Legal Standard

The district maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy and district procedures
2. Purchasing handbook
3. Sample requests for proposals
4. Flow chart of purchasing transactions

Findings

1. Internal Control of Bids. We found that the district had implemented a system to maintain confidentiality of bidder information and control over the bid process. Bid openings were handled publicly in a professional manner. Timelines for submission were strictly followed, minimizing exposure of bids or allegations of impropriety.

2. Responsive/Responsible Determinations. The documents required in the bid packages are sufficient to enable the district to make a determination that each bidder is both responsive to the specific bid package and responsible in terms of having the financial strength and technical ability to perform. The bid packages adequately explain conditions under which bid and performance bonds are used and under what conditions they may be forfeited.

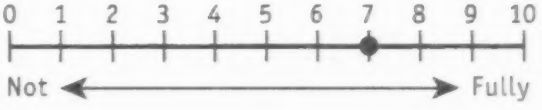
3. Appeal Procedures. The bid package did not contain a detailed explanation of appeal procedures.

Recommendations and Improvement Plan

1. The district should modify the bid package to include an explanation of appeal procedures.

Standard Implemented: Partially

Implementation Scale



6.1 Special Education Facilities—Compliance with CDE Regulations

Legal Standard

The district complies with California Department of Education (CDE) requirements relative to the provision of special education facilities.

Sources and Documentation

1. Interviews with CDE staff
2. Interviews with WCCUSD staff
3. Inspection of district sites/facilities

Findings

1. The WCCUSD understands the facility requirements related to the provision of special education facilities and provides facilities accordingly, within given physical constraints.

2. The district provides appropriate physical spaces for its less severely handicapped students (direct service programs) through district-administered programs.

3. Facilities and services for more severely handicapped students are provided through special education programs operated at WCCUSD and, in general, are provided through the WCCUSD staff. In some instances, "adjunct" special education services (speech therapy, psychological services, etc.) are provided in "substandard" spaces.

4. The district has recently conducted a "survey and inventory" of its special education facilities. This survey has identified that approximately 63 percent of staff feels that their special education facilities are adequate to accommodate the programs and services within their scope of responsibility; this, however, identifies a 37 percent "deficiency factor."

Recommendations and Improvement Plan

1. The district should develop a plan to ensure that adequate spaces are provided for all special education programs and services.

2. Complete the facilities inventory/assessment to determine the actual space allocations for current special education programs (within both relocatable and permanent facilities).

3. Utilize the analysis of existing space allocations in comparison with program needs and expectations to ensure that the delivery of quality special education programs are not inhibited due to space and/or location limitations.

4. Measure the findings of the aforementioned analysis with recommendations provided through the CDE, the Office of Public School Construction, and the State Allocation Board relative to suggested areas for respective programs.

5. Develop a plan to correct any space and/or locational deficiencies that exist within respective WCCUSD school sites relative to the delivery of instructional services and programs for special education students.

6. The fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the WCCUSD.

Standard Implemented: Partially

Implementation Scale

6.2 Special Education Facilities—Equity with Other Facilities, Appropriate to Educational Program

Professional Standard

The district provides facilities for its special education programs that ensure equity with other educational programs within the district and provides appropriate learning environments in relation to educational program needs.

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with WCCUSD staff

Findings

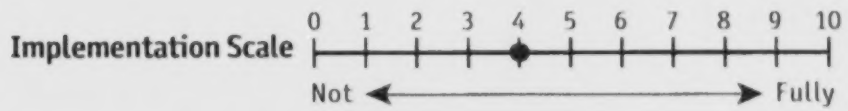
1. The WCCUSD provides special education facilities in a manner that is similar to many California public school districts. It was observed that, because of the relative fewer numbers of students than are typically included within special education programs, services are sometimes provided within physical spaces smaller and/or different than spaces provided for other educational programs.

2. It appears that this practice may have been further impacted in recent years because of additional space requirements created through the implementation of Class-Size Reduction

Recommendations and Improvement Plan

1. The district should develop a plan to ensure equity between facilities provided for all special education students and special education program services and for students within other educational programs.

Standard Implemented: Partially



6.3 Special Education Facilities—Adequacy for Instructional Program Needs

Professional Standard

The WCCUSD provides facilities for its special education programs that provide appropriate learning environments in relation to educational program needs.

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with WCCUSD staff
3. Review of district records

Findings

1. Due to the varying needs and evolving enrollment of special education students, it appears that the locations for some special education services are provided, to some degree, on a "transient" basis. This especially appears to be more apparent in those programs and services provided on an "adjunct" basis.

2. In some instances, it appeared that spaces were "created" to accommodate special education students, but that these spaces were not always suitable in comparison to program and student needs.

Recommendations and Improvement Plan

1. In order to develop a plan to ensure the provision of educational spaces for the district's special education students that facilitates the delivery of high-quality programs and services, the district should finalize the facilities inventory/assessment that has recently been undertaken within the district to determine the actual space allocations for current special education programs.

2. Complete the facilities inventory/assessment to determine the actual space allocations for current special education programs (within both relocatable and permanent facilities).

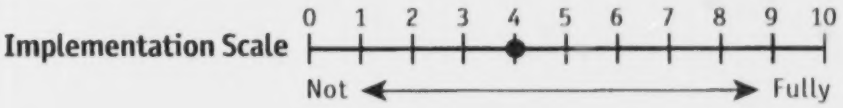
3. Utilize the analysis of existing space allocations in comparison with program needs and expectations to ensure that the delivery of quality special education programs is not inhibited due to space and/or locational limitations.

4. Measure the findings of the aforementioned analysis with recommendations provided through the California Department of Education, the Office of Public School Construction, and the State Allocation Board relative to suggested areas for respective programs.

5. Develop a plan to correct any space and/or locational deficiencies that exist within respective WCCUSD school sites relative to the delivery of instructional services and programs for special education students.

6. The fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the WCCUSD.

Standard Implemented: Partially



7.1 Implementation of Class-Size Reduction—Application for Funding

Professional Standard

The district applies for state funding for class-size reduction facilities. The district should apply for class-size reduction facilities funding annually.

Sources and Documentation

1. 1999-00 CSR Facilities Application
2. State apportionment for class-size reduction facilities
3. Any correspondence from School Facilities Department relating to application

Findings

1. The district filed applications for the 1999-00 class-size reduction facilities program.

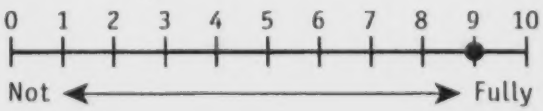
2. The district filed applications for the 2000-01 class-size reduction facilities program.

Recommendations and Improvement Plan

1. The district should continue to apply annually for class-size reduction facilities funding. These applications may also make the district eligible for future state bond funds for class-size reduction.

Standard Implemented: Fully—Substantially

Implementation Scale



7.2 Implementation of Class-Size Reduction—Adequacy of Facilities for Additional Classes

Professional Standard

The district has provided adequate facilities for the additional classes resulting from the implementation of Class-Size Reduction (CSR).

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with WCCUSD staff
3. Review of district records

Findings

1. The WCCUSD has implemented Class-Size Reduction (CSR) for its primary grades students and selected ninth grade programs/students. The district is considering additional CSR implementation, as funding and space allow.

2. The district has provided facilities for additional classes that have resulted through the implementation of CSR. This has been accomplished through the reallocation/modified use of existing spaces, as well as through the acquisition of additional relocatable teaching stations.

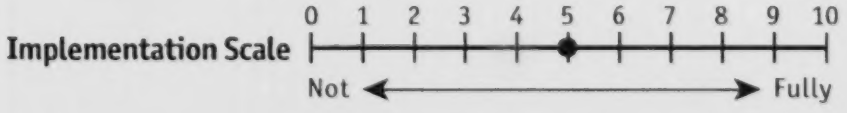
3. The district has created a "physical model" for a CSR classroom that it uses for the implementation of CSR programs. This model was created to provide greater uniformity within "CSR teaching stations" and instructional environments.

4. A "space analysis" of existing CSR teaching stations is currently in progress through the efforts of a retired district administrator.

Recommendations and Improvement Plan

1. The district should finalize the "internal space analysis of existing CSR teaching stations" that is currently being completed. Once this study is complete, a determination should be made relative to required spatial modifications in consideration of current available funds. Every effort should be made to provide CSR teaching and learning environments that are consistent with California Department of Education-recommended guidelines. Further expansion of the CSR program should not be considered until the district's internal review and analysis has been carefully considered.

Standard Implemented: Partially



7.3 Implementation of Class-Size Reduction—Compliance with CDE Space Requirements

Professional Standard

The district has complied with CDE-suggested space requirements relative to the provision of educational environments for the implementation of Class-Size Reduction (CSR).

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with WCCUSD staff
3. Review of district records

Findings

1. The majority of the CSR classes are being conducted in teaching stations with approximately 960 square feet.

2. In some instances, classes are being conducted in teaching stations that do not meet the California Department of Education-suggested square footage requirements.

3. The WCCUSD has developed a "model CSR" classroom that it uses to guide the installation of new CSR classrooms.

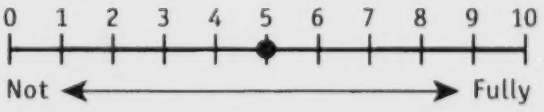
Recommendations and Improvement Plan

1. It is extremely difficult for the district to implement uniform "standards"/equitable CSR teaching/learning environments at this time, given the breadth and context of its overall facilities needs. Nonetheless, this should be an ongoing goal for the district to ensure progress toward the development of more "standardized" teaching and learning environments for its CSR classes.

2. The district should continue to monitor CDE regulations and comply with any new requirements—especially in consideration of the district's expressed desire to possibly expand the number of grades included within its CSR configuration.

Standard Implemented: Partially

Implementation Scale



7.4 Implementation of Class-Size Reduction—Plans for Permanent Facilities

Professional Standard

The district has developed a plan for the provision of permanent facilities in which to house its CSR programs.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records

Findings

1. While the WCCUSD had done a commendable job in providing adequate space for the implementation of Class-Size Reduction, no plan is yet finalized for the provision of permanent facilities in which to house all of its CSR programs.

2. The district is currently completing an internal analysis of the spaces being utilized to house the district's CSR programs.

Recommendations and Improvement Plan

1. The district should develop a plan to ensure the provision of permanent facilities as a result of the district's implementation of Class-Size Reduction programs, although it is acknowledged that this places an extensive funding burden on the district in order to implement this plan. The district and Bond Oversight Committee should evaluate the relative importance of implementation of this plan in consideration of other district facilities-related needs. This consideration should be included within the district's self-evaluation of its overall number of operating school facilities and any future change to the district's current grade level organizational structure.

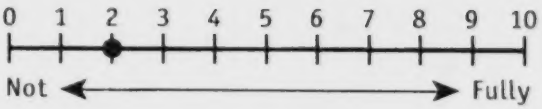
2. Complete the facilities inventory/assessment to determine the actual space allocations for current Class-Size Reduction programs and to identify which of those programs are being implemented in "nonpermanent" facilities vs. permanent facilities.

3. Measure the findings of the aforementioned inventory/assessment with suggested guidelines from the California Department of Education relative to suggested room size.

4. Develop a plan to correct any space and "permanency" deficiencies that exist within respective WCCUSD school sites relative to the delivery of instruction services and programs for Class-Size Reduction programs. A fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the WCCUSD.

Standard Implemented: Partially

Implementation Scale



8.1 Facilities Maintenance and Custodial—Implementation of an Energy Conservation Program

Professional Standard

An Energy Conservation Policy should be approved by the board of education and implemented throughout the district

Sources and Documentation

1. Board policy
2. Review of materials provided by district staff
3. Interviews with district staff

Findings

1. The district has an energy policy dated August 16, 1989, and is in the process of updating that document.

Recommendations and Improvement Plan

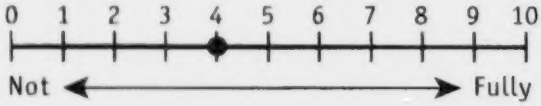
1. Revise the existing board policy to reflect a commitment to energy efficiency and aggressively implement it districtwide.

2. The board policy should include at least the following items
   a. A statement that energy management shall be a high priority in a new construction, modernization, equipment replacement, or repair project.
   b. A list of energy design criteria will be produced for use by design teams working for the district.
   c. All sites not part of state-funded modernization shall be made energy efficient through alternate funding.
   d. Identification of specific items for implementation.
   e. All heating and ventilation systems will be turned off at the close of the school day (when classes end).
   f. All systems will be kept off on weekends and holidays.
   g. After-school and weekend meetings will take place in portable classrooms so large centralized systems do not have to run for a meeting in one classroom.
   h. Lights are to be shut off whenever a room becomes unoccupied.
   i. Morning warm-up of a school site should begin at the latest possible time in order to properly heat classrooms.
   j. All rooms will be checked at appropriate times in order to ensure lighting, heating, and ventilation are turned off.
   k. Each site should have a designated energy coordinator to implement the policy.

l. Stadium lights (football, soccer, baseball) shall not be turned on during daytime hours except for repairs and lamp replacement.
m. Chief site administrators (principals) shall be responsible and held accountable for the results of the energy program at their site.
n. Energy education curriculum shall be included at all levels and disciplines.
o. The district shall have an energy accounting system, review bills monthly and annually, and track the success of the program.

Standard Implemented: Partially

Implementation Scale



8.2 Facilities Maintenance and Custodial—Energy Accounting System

Professional Standard

Create and maintain a system to track utility costs and consumption and to report on the success of the district's energy program.

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district staff

Findings

1. The district has worked closely with local utilities and the state to identify how energy is being used on a site-by-site basis.

2. Staff is now able to identify which sites operate relatively efficiently and which sites need immediate attention.

3. They can also see the percentage of utilities costs spent for different district needs (i.e., heating, ventilation, lighting, equipment).

4. There is no current system that tracks utility consumption and cost.

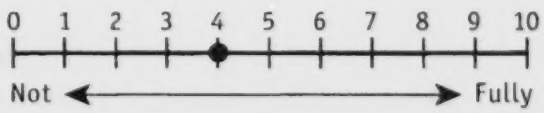
Recommendations and Improvement Plan

1. A system should be set up in the Business Office, with assistance from Facilities, to log consumption and cost as part of the bill-paying process. Reports should be created and sent to Facilities for review and possible action.

2. Items for review include billing errors, review of billing tariffs, drastic changes in consumption and cost, monitoring of projects effect on consumption, tracking of energy program.

Standard Implemented: Partially

Implementation Scale



8.3 Facilities Maintenance and Custodial—Completion of Energy Analyses

Professional Standard

An energy analysis should be completed for each site

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district staff

Findings

1. The district has contracted with the state to perform energy analyses at seven sites.

2. The district has also contracted with a private energy consulting firm to perform an analysis on one site not funded by the state

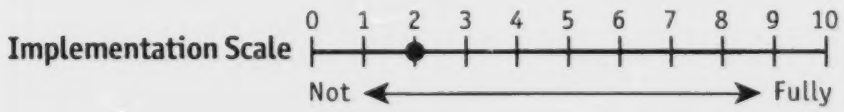
3. Staff is also working with the Energy Treasure Hunt Program, which in part will create a baseline at specific sites that will be a benchmark comparison for analyzing the success of future energy conservation efforts.

Recommendations and Improvement Plan

1. Complete analyses at all district sites.

2. Implement the cost-effective findings of the analyses.

Standard Implemented: Partially



8.4 Facilities Maintenance and Custodial—Energy-Efficient Design Criteria for New Construction and Modernization

Professional Standard

Cost-effective, energy-efficient design should be a top priority for all district construction projects.

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district staff

Findings

1. The district is in the process of choosing a Master Architect/Engineer/Bond Program Management Team. It has prepared a comprehensive RFP that details the services required.

2. Chapter Nine is titled Energy Conservation. It speaks to the types of analyses required to consider energy conservation measures, and asks for a written presentation appropriate for all audiences where the results of the analyses will be communicated. It does not show the level of district commitment to energy conservation nor does it define the level of cost effectiveness required to implement energy conservation measures.

3. The district has not implemented energy conservation projects of any type for many years.

Recommendations and Improvement Plan

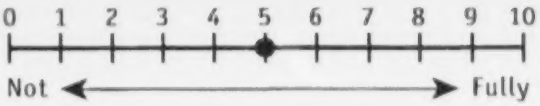
1. It is important to set standards in order to mandate implementation. These standards must be cost effective, as well as provide a proper educational environment. Day lighting is "good" unless it creates too much glare. One watt per square foot of lighting may create insufficient light. Energy efficiency must work hand in hand with other design criteria.

2. Due to the extent of the district's construction program, it will be beneficial to create an "energy design guide." This document will assist design teams to incorporate energy-efficiency measures into their designs. The design guide should be divided, as an example, into the following sections District's Policy on Energy Efficiency; How to Calculate Cost Effectiveness of Energy Measures; Energy Efficiency in Envelope, Lighting, Mechanical Systems, Plumbing, Off-Peak Measures, New Generation, and Passive Solar Design as a special section.

3. At some point the district should set minimum efficiency standards (e.g., R-19 roof/ceiling insulation) similar to Title 24.

Standard Implemented: Partially

Implementation Scale



8.4a Facilities Maintenance and Custodial—Take Advantage of State and Local Program for Energy Assistance and Partial Funding of Energy Efficiency

Professional Standard

The district should be in discussion and working as a team with agencies that can provide professional assistance and funding

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district staff

Findings

1. The district has worked closely with the California Energy Commission for free energy analysis.

2. The district is working with the U.S. Department of Energy with their Energy Treasure Hunt Program.

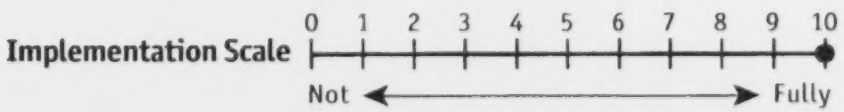
3. The district is working with local utilities to analyze and track energy consumption at all district sites.

4. The district is in discussion with PG&E regarding its rebate program so that the district can garner funding for its upcoming construction projects.

Recommendations and Improvement Plan

None

Standard Implemented: Fully—Sustained



8.4b Facilities Maintenance and Custodial—Implement Energy Projects at Sites not Funded by the Local Bond

Professional Standard

The district should act toward improving the energy efficiency of all sites, including those not included in the local bond

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district staff

Findings

1. The district received a proposal from an energy service company to make all district sites energy efficient.

2. This was a "guaranteed" savings proposal.

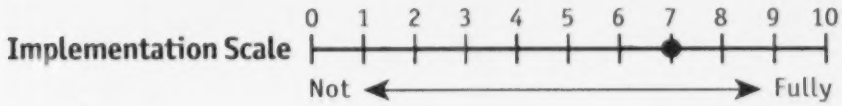
3. The project price included approximately 35 percent as a management fee. This is actually low for ESCOs, which generally charge 40 percent. This is an outrageous sum when compared to a more traditional design/bid/build or design/build negotiated process. The combined fee for an architectural team and construction manager is approximately 20 percent of construction. On a $10 million project, the ESCO will charge an additional $1,500,000 plus whatever additional costs are inherent with hiring subcontractors on a negotiated basis.

Recommendations and Improvement Plan

1. Implement lighting projects at these schools. This can be accomplished in a number of ways.
    a. Use the energy analyses and bid them out, if they are biddable. If they are not, hire an engineer or energy consultant to create biddable documents. Be sure to specify that all work is to be completed after hours and that all spaces are to be occupied the very next day.
    b. Gain funding by either identifying existing funds or borrowing the money with a seven-year municipal lease. A lighting retrofit project, given current electricity costs, should pay for itself in less than five years. A full replacement of light fixtures can be contained in a ten-year lease since the payback is substantially longer but still an excellent investment.
    c. There is no need to hire a company with a "guarantee" of savings. Lighting projects are being done everyday throughout the state with proven results. Be sure to stay away from off-brand ballasts and lamps, as there have been problems with reliability.
    d. Identify an energy management system to be standardized throughout the district. This is not an easy process. There are a few large control companies and many smaller ones.
    e. Some of the relatively smaller companies provide superior systems at a reduced cost. Ease of operation is essential for the success of the program. If the system can't be run in about three minutes, it's too complicated.

2. Look for other energy saving opportunities (e.g., pipe insulation, scheduling, water temperatures, temperature lockouts, boilers for showers that are underutilized, twist timers for small HVAC equipment, photo cells).

Standard Implemented: Partially



8.4c Facilities Maintenance and Custodial—Generation and Purchase of Utilities

Professional Standard

The district should analyze the possibility of using alternative energy sources as a means to reducing the financial impact of utilities on the district.

Source and Documentation

1. Interviews with district staff

Findings

1. The district has not looked into generation options.

2. The district has contracted with SPURR to purchase natural gas.

3. The district is meeting with Chevron to identify areas of mutual interest. Chevron is a large employer in the district and has an energy services division.

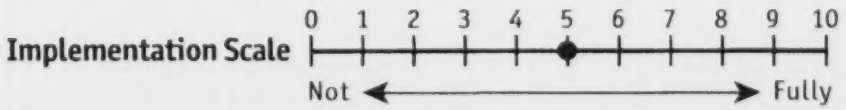
Recommendations and Improvement Plan

1. The district may want to approach generation in a few ways. First, it can analyze solar, wind, and micro turbines just as it would analyze an energy project, except these technologies have specific sensitivities in the areas of noise, durability, space, and cost.

2. The district may want to look into third-party programs of allowing a company to build a small generation facility on district-owned land and purchase power on a long-term basis.

3. The district may want to investigate a JPA with other entities to purchase power at a relatively low rate.

Standard Implemented: Partially



8.5 Facilities Maintenance and Custodial—Adequate Maintenance Records and Inventories

Professional Standard

Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools, and equipment. All employees required to perform maintenance on school sites should be provided with adequate supplies, equipment, and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.

Sources and Documentation

1. Work orders
2. Inventory records
3. Purchase orders for supplies and equipment
4. Site observation of actual inventory
5. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The maintenance records relating to inventory of equipment and supplies are minimal. This is due in part to the requirement that journeymen must supply their own tools and the lack of available storage space at the maintenance yard.

2. Any equipment that may be needed for a project but is not in inventory is either rented on a short-term basis or not acquired.

3. Due to lack of funds, purchase of equipment is rare. If purchase of equipment is made, it is for necessary replacement of existing equipment when broken beyond repair.

4. The maintenance department uses various suppliers that deliver products in a timely manner so that a large inventory is not required.

5. One challenge that faces most districts, as it does WCCUSD, is that the supply budget dries up long before the end of the school year so the maintenance department must make decisions on what projects will be completed based on finances rather than needs.

Recommendations and Improvement Plan

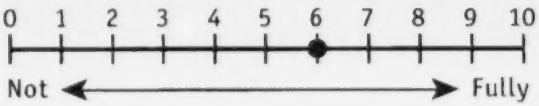
1. Continue the current ordering and inventory process for maintenance supplies and materials.

2. Develop an inventory system that can be used as additional funds are made available for the maintenance department.

3. Update the equipment inventory on a regular basis noting any purchases or replacement of equipment.

Standard Implemented: Partially

Implementation Scale



8.6 Facilities Maintenance and Custodial—Procedures for Evaluation of Maintenance and Operations Staff

Professional Standard

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.

Sources and Documentation

1. Bargaining group agreements
2. Job descriptions
3. Sample employee evaluations
4. Interview sampling of employees and supervisors
5. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The current classified bargaining unit agreement requires supervisors to evaluate probationary employees at least twice during the probationary period. Permanent employees with fewer than five years of service shall be formally evaluated annually. Permanent employees with more than five years of services may be formally evaluated upon proper notice.

2. The current evaluation process does not lend itself to provide for positive reinforcement of exceptional performance.

Recommendations and Improvement Plan

1. Require all supervisory personnel responsible for evaluating classified staff to record all cases of outstanding work, unsatisfactory work, and incomplete maintenance requests as a part of the evaluation process.

2. Include in the evaluation of maintenance and operations personnel the completeness of maintenance records.

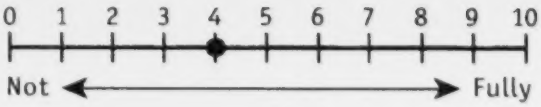
3. The district should provide inservice training for all supervisory personnel in the proper documentation of personnel standards.

4. Administrative staff should periodically review evaluations for adherence to the personnel standards.

5. The maintenance of an accurate supply inventory is important to the productivity of the maintenance and operations department. Employees should be held accountable for their part in keeping the inventory accurate. This is best done in the evaluation process.

Standard Implemented: Partially

Implementation Scale



8.7 Facilities Maintenance and Custodial—Procedures for Evaluation of Custodial Staff

Professional Standard

Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel should have written job descriptions that delineate the major areas of responsibilities that they would be expected to perform and will be evaluated on.

Sources and Documentation

1. Board policy
2. Discussions with site staff
3. Discussions with district office staff
4. Review of job descriptions
5. Interview with Director of Maintenance, Operations and Transportation

Findings

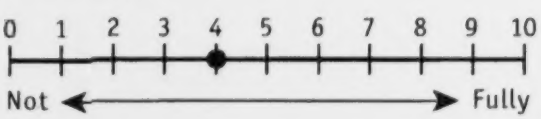
1. Custodians are evaluated twice during the probation period.
2. Custodians are evaluated annually after the probation period up to year five.
3. After five years, evaluations are not performed unless site administrators initiate a special evaluation.
4. Special evaluations are rarely used.
5. Job descriptions are out of date (e.g., Custodian was last updated in 1974).
6. The district is in the process of negotiating a new contract with the union.
7. The district intends to inform site administrators about the new contract and evaluation options by June 2001.

Recommendations and Improvement Plan

1. Inform site administrators of new contract provisions by June 2001.
2. Inform site administrators of evaluation options by June 2001 and encourage the use of the special evaluation.
3. Update the job descriptions by 2003.

Standard Implemented: Partially

Implementation Scale



8.8 Facilities Maintenance and Custodial—Availability of Custodial Supplies and Equipment

Professional Standard

Necessary supplies, tools, and equipment for the proper care and cleaning of the school(s) are available. In order to meet expectations, schools must be adequately staffed and staff must be provided with the necessary supplies, tools, and equipment, as well as the training associated with the proper use of such.

Sources and Documentation

1. Inventory records
2. Purchase orders for supplies and equipment
3. Site observation of actual inventory
4. Interview with Director of Maintenance, Operations and Transportation

Findings

1. During the site observations and interviews, some site personnel felt that they had adequate access to supplies for cleaning and maintaining the facilities. A review of the supply closets and the maintenance rooms showed ample supplies for cleaning.

2. As the schools grew, custodial supply closets were taken over for other school needs, forcing the custodians to move their inventory elsewhere. In one instance, all of the contents of the custodial closet were stored in the auditorium next to where the students ate lunch. There were no safety precautions taken to keep students from coming in contact with the supplies.

3. At another school site, there was a large metal shed at the back of the school that contained an abundance of certain custodial supplies in quantities that exceeded their useful life.

4. In other instances, there were schools that had so little storage space that the inventory was constantly turning over.

Recommendations and Improvement Plan

1. Develop an inventory system that allows the central office to determine where excess inventory may exist so that it can be provided to other schools in the district.

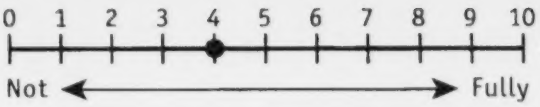
2. Site custodial staff should be held accountable for the inventory maintained and ordered to allow the total district to benefit from sound accountability of supplies.

3. The maintenance department should maintain a computerized inventory of materials.

4. The maintenance of an accurate supply inventory is important to the productivity of the maintenance and operations department. Employees should be held accountable for their part in keeping the inventory accurate. This is best done in the evaluation process.

Standard Implemented: Partially

Implementation Scale



8.9 Facilities Maintenance and Custodial—Implementation of a Preventive Maintenance Program

Professional Standard

The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff. This program should include verification of the completion of work by the supervisor of the maintenance staff.

Source and Documentation

1. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The goal of the Director of Maintenance, Operations and Transportation is the implementation of a districtwide preventive maintenance program. To date, this has not been achieved.

2. The locksmiths perform district-wide servicing of all locks at the school sites during the summer break.

3. The roofers assess the school roofs to determine immediate and future repair needs.

4. There is no program in place for playground safety inspections.

5. There is no preventive maintenance program in place for the electricians, plumbers, or other tradespersons. The majority of their time year round is spent on emergency repairs.

Recommendations and Improvement Plan

1. Develop board policy for the establishment and support of a preventive maintenance program.

2. Incorporate the board policy in the annual budget development discussion.

3. Develop an annual report to the board and administration on the progress of the preventive maintenance program

4. Establish a mobile maintenance vehicle with the sole purpose being preventive maintenance.

5. Create the minimum standards that must be met for preventive maintenance to work in the district. These standards should include the personnel needs, supplies and equipment, and an estimated level of financial support.

6. Once the preventive maintenance program is established, review the work orders assigned to the program to verify that the work requested has been completed to the satisfaction of the requestor and finished in a timely manner.

7. Include positive or negative findings in the appropriate employee's evaluation and personnel folder.

8. Using the information contained in the maintenance requests, develop an annual report to the board and administration showing the progress made by the preventive maintenance program.

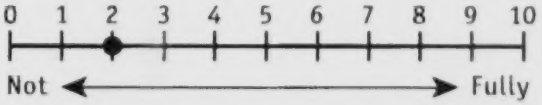
9. Include long-range estimates of the financial needs of the program.

10. Display the projects in line for preventive maintenance in the coming years.

11. Give examples of how other employees of the district can help reduce emergency repairs by following some simple steps like
    - Closing the windows and doors when the air conditioning is operating
    - Turning off lights when they leave
    - Turning down thermostats after hours

Standard Implemented: Partially

Implementation Scale



8.10 Facilities Maintenance and Custodial—All Buildings, Grounds and Bathrooms are Maintained

Legal Standard

Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 § 631]

Sources and Documentation

1. Sampling of maintenance work orders
2. Work schedules of custodians and supervisors
3. Site observations verifying conditions of facilities
4. Interview with Director of Maintenance, Operations and Transportation

Findings

1. As mentioned previously in the graffiti abatement section, the majority of the school sites visited had as their first priority painting over the graffiti. This has absorbed a large portion of the budget of the maintenance department, as well as the personnel time available for facility upkeep.

2. The site visitations showed both ends of the spectrum relating to plant conditions. One school was recently modernized, but had already started deteriorating with the assistance of the students. Broken toilets and sinks, demolished lockers, broken windows, and general wear and tear from skateboards and other wheeled vehicles have begun the decay.

3. The other campuses spanned the spectrum of need ranging from "well kept" to "needs work," with the majority on the "needs work" end of the spectrum.

4. Bathroom facilities topped the list in most urgent need for cleaning and replacement. Most of the bathrooms that were operable were quite pungent. One bathroom facility had five spaces for toilets with only two actual toilets remaining.

5. While operable, the fixtures were quite old and in need of repair.

6. The aroma of the bathrooms is a concern since the site visits were primarily in the early part of the day when the bathrooms should have been the cleanest—before the students arrived.

Recommendations and Improvement Plan

1. Establish current conditions of toilet facilities and schedule appropriately for repair, replacement, or expansion.

2. Provide on-site inservice training for all district staff who are required to maintain toilet facilities.

3. Develop an inventory of all existing toilet facilities and their condition by school site.

4. Schedule repair, replacement, or expansion of toilet facilities to bring all district toilet facilities up to "like-new" condition.

5. Once a school site has toilet facilities in "like-new" condition, require plant managers to maintain toilets in good working condition with the assistance of the maintenance staff when major maintenance is required.

6. Evaluate the plant manager's success in maintaining toilet facilities in good working condition.

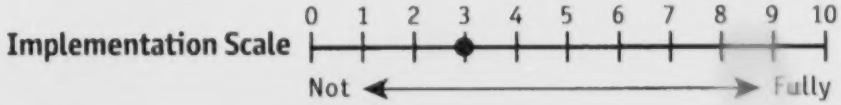
7. Revise the current job descriptions to include specific responsibilities of the site plant managers as they relate to toilet facility maintenance. Included in the responsibilities are both the cleaning required and the level of minor maintenance that is allowed.

8. Using the revised job description, provide on-site training for the plant managers in the areas of toilet cleanliness and maintenance.

9. Provide sufficient cleaning and maintenance supplies for the plant managers to meet these responsibilities.

10. Periodically observe the cleaning and maintenance techniques used by the plant managers, offering both positive and negative comments where appropriate.

Standard Implemented: Partially



8.11 Facilities Maintenance and Custodial—Implementation of a Planned Program Maintenance System

Professional Standard

The district has implemented a planned program maintenance system. The district should have a written planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. This program should include purchase prices, anticipated life expectancies, anticipated replacement timelines, and budgetary resources necessary to maintain the facilities.

Sources and Documentation

1. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The district does not have a planned program maintenance system.

2. The maintenance department attempted a planned program maintenance system last year called RAMBO--Repair and Maintenance Building Operations Team—that had some success improving the smaller elementary schools, but that could not keep up with the demands of the high schools.

Recommendations and Improvement Plan

1. Adopt board policy regarding planned program maintenance system and funding.

2. Create an inventory of all facilities and equipment that require cyclical program maintenance.

3. Develop a planned program maintenance system financial plan.

4. Establish a separate financial account for the planned program maintenance system.

5. Develop a board policy that delineates the various aspects of the planned program maintenance system.

6. Establish in the board policy a minimum funding level that the district should budget annually to support the planned program maintenance system.

7. Establish priorities for which maintenance projects receive first priority in case of a financial crisis.

8. Develop an inventory of existing facilities' maintenance needs including roofing, plumbing, electrical, HVAC, painting, and flooring.

9. Establish the age and most recent renovation or repair of each of the items on the inventory, the estimated date that repair or replacement should occur, and the estimated cost.

10. Create a database in chronological order by date that repair or replacement must occur.

11. Establish the funding necessary to accomplish the repairs for the year.

12. Calendar the projects to determine whether contracting out may be necessary to accomplish all of the maintenance projects.

13. At a minimum, update the inventory annually for any changes that have occurred during the year due to maintenance completed, addition of facilities or equipment, demolition of facilities, sale of equipment, or any other change in status of the facilities or equipment.

14. Using the information developed in the inventory system noted above, establish a long-range financial plan reflecting the possible fiscal impact of the planned program maintenance system.

15. Present the financial plan to the board and administration for inclusion in the initial budget discussions for the coming year.

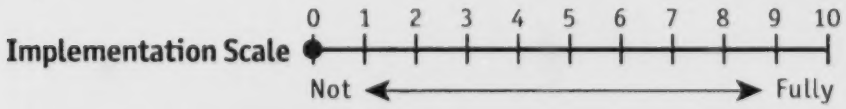
16. Designate where the funding will come from to accomplish the maintenance requirements.

17. Once the funds have been designated for the planned program maintenance system, a separate account should be established immediately.

18. All expenses that are charged to the system must receive approval of the Senior Director of Fiscal Services.

19. This account must be monitored on a quarterly basis for verification of proper expenditures being charged in the account.

Standard Implemented: Not Implemented



8.12 Facilities Maintenance and Custodial—Priorities for assignment of routine repair work orders

Professional Standard

The district has a documented process for assigning routine repair work orders on a priority basis.

Sources and Documentation

1. Review of current work order process
2. Interview with Director of Maintenance, Operations and Transportation

Findings

1. The maintenance department has a very clear, well-documented process for assigning work orders. The primary person responsible for assigning work orders is the Manager for Building and Electrical. As that position is vacant at the time of the interviews, this responsibility is currently with the Director of Maintenance, Operations and Transportation. Once he assigns the priority for the work order, it is forwarded to the appropriate supervisor of the unit to perform the work. The supervisor assigns it to the next available tradesperson. Once complete, a copy is returned to the Maintenance and Operations Secretary.

2. All work orders are prenumbered to allow for proper tracking.

3. The work-order tracking system is not fully computerized.

4. The majority of the work orders received are marked "top priority" or "emergency."

5. The district has a high level of work orders, since it is trying to make up for years of no maintenance.

Recommendations and Improvement Plan

1. Computerize the work order system so that school sites can view the status of work orders submitted.

2. Increase clerical staff by one person to coordinate the flow of work orders to assure that the highest priority work orders are performed first and that the sites are aware of the progress being made.

3. Analyze various computerized work-order systems to see which system will provide the district with the most service-oriented system possible.

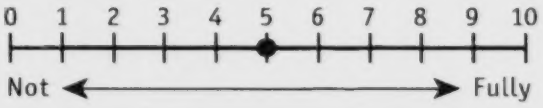
4. Train the site personnel on how to access the computer system.

5. Make a quarterly review of the work orders received, completed, and pending to make sure the highest priority work orders were completed in a timely manner.

6. If work orders are not completed in a timely manner or are not prioritized correctly, this should be included in the responsible party's evaluation.

Standard Implemented: Partially

Implementation Scale



9.1 Instructional Program Issues—Plan for Attractive Landscaped Facilities

Professional Standard

The district has developed a plan for attractively landscaped facilities.

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records
3. Inspection of WCCUSD school sites

Findings

1. The WCCUSD has developed a plan for extensive landscape improvements within its most recently bid new construction project. WCCUSD staff has acknowledged a linkage between school site appearance and positive impacts upon students' desire and interest to attend school.

2. Staff acknowledged that improved landscaping could have positive impacts upon staff and community morale and support for the school.

3. Any lack of commitment toward the development of a plan for attractive landscaping appears to be solely based upon funding deficiencies, physical site limitations and potential impacts upon grounds staffing within the district, and the district's current abilities to maintain improved school sites/landscaping.

4. Implementation of any plan developed will be financially difficult due, in part, to the fact that these types of improvements are typically not eligible costs for state-funded modernization projects. Nonetheless, staff displayed a positive attitude toward the development of a landscaping improvement plan, but has reiterated the staffing deficiencies that currently exist within the grounds department.

Recommendations and Improvement Plan

1. The district should consider the development of a plan to improve the landscaping at the individual WCCUSD facilities in consideration of staffing realities that exist within the district's grounds department.

2. Conduct an inventory/assessment to determine the actual landscaping conditions that exist within individual WCCUSD sites.

3. Develop standards of landscaping that are desired at various types of schools (elementary, junior high, high school, special program sites, etc.).

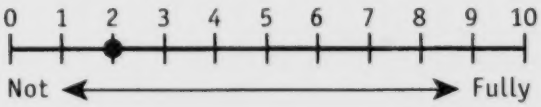
4. Measure the findings of the aforementioned inventory/assessment with the standards developed to determine needs and deficiencies.

5. Develop a broad-based set of potential funding sources to assist in the implementation of a district landscaping plan.

6. Develop a plan to correct any landscaping needs and deficiencies that exist within respective WCCUSD school sites. A fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the WCCUSD, as well as in consideration of potential additional staffing requirements within the grounds department.

Standard Implemented: Partially

Implementation Scale



9.2 Instructional Program Issues—Districtwide Technology Plan to Benefit All Sites

Professional Standard

The goals and objectives of the technology plan should be clearly defined. The plan should include both the administrative and instructional technology systems. There should be a summary of the costs of each objective and a financing plan should be in place.

Sources and Documentation

1. District technology plan
2. District technology financial plan
3. District policies and administrative regulations

Findings

1. Technology Plan. The district does have a district technology plan for implementation of instructional technology. The parts of the plan dealing with staff development, teaching and learning, network infrastructure, and classroom hardware and software are well done. The plan does not address administrative system needs beyond the networking standards and site-level student information system, and we found no separate plan to address those important needs. The current financial system has been in use for several years and has not yet been fully implemented. For example, the online purchasing system and the latest human resources modules had not been implemented. The position control system is dependent on the human resources module and also had not been fully implemented. The technology plan did not include review and evaluation of the current financial system, nor did it provide for full implementation of the system.

2. Tracking and Reporting Progress. Major goals are well defined, and the plan uses a system of annotations within the plan itself to provide tracking and reporting of progress. The plan is said to be a "living document"; it was last approved by the board of education in 1998. It is scheduled for update and re-adoption during the 2001 school year.

3. Financing Plan. The district did not have a complete financing plan for implementation of technology. The instructional technology plan should identify sources of revenue that are reasonably certain and sufficient to meet plan goals. There was no financing plan in place for the substantial administrative system upgrades required to deal with the implementation of the Standardized Account Code Structure (SACS), implementation of GASB 34, and decentralized management of school-site resources.

4. Staffing Considerations. The district relies on a very small staff in the central office to lead its technology planning, operation, and execution. Staff savings are said to accrue from running the financial software in what is called the "remote" mode. We agree that running the software in this mode saves time in the MIS branch; we do not believe that it serves users in functional branches well. If the district is to upgrade the effectiveness of its administrative technology system, it may need to add staff.

Recommendations and Improvement Plan

1. The district will need to actively manage the technology planning process if progress is to be made. The district should develop a formal tracking system, separate from plan revisions, to assess progress toward major goals. The results should be reported and the goals should be revised periodically, at least annually.

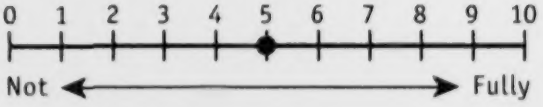
2. Administrative technology needs should be incorporated into the existing plan or included in a separate plan. There are indications that the administrative system will need major modifications that should be planned well in advance.

3. A formal financing plan should be adopted. The financing plan should address total dollars required, the timing of when the district will need funds, sources of funding must be identified, and cash flow projections supporting the availability of funding should be prepared. During budget development each year, the board should consider the need for financing the plan and make an appropriate decision as to the level of funding. Expectations for implementation should be adjusted accordingly.

4. The technology plan carries substantial policy implication for the district. It specifies policies for student access to technology, establishment of new positions, duties of those positions, commitments of staff development time, and specific learning outcomes, among other things. These are major policy questions that should be considered before they become effective by default with adoption of the district technology plan.

Standard Implemented - Partially

Implementation Scale



9.3 Instructional Program Issues—Lunch Areas are Warm, Healthful and Safe

Legal Standard

The governing board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch. [EC 17573, CCR Title 5 §14030]

Sources and Documentation

1. On-site observation of cafeterias, lunch areas, and multipurpose rooms
2. Discussions with site staffs
3. Discussions with maintenance/operations staff

Findings

1. An inspection of several district sites and the lunch room/cafeteria/multipurpose rooms indicated that the district is in general conformance with prevailing codes and laws.

2. Most cafeterias and multipurpose rooms need to be upgraded (primarily due to handicap accessibility and age of the structure).

3. Lighting levels were low due to the energy crisis and old light fixtures.

4. Eating areas were generally clean; however, the aging of the facilities makes it difficult to be perceived as appropriately clean.

Recommendations and Improvement Plan

1. In addition to Education Code 17573, all facilities plans should conform to state standards as specified in the Code of Regulations, Title 5, Section 14030. These standards are briefly and partially summarized below
   a. Auxiliary areas such as multipurpose cafeterias, administrative offices, and library/media centers shall be adequately sized to accommodate the student population and allow adaptation for changing uses.
   b. Lighting shall be designed to provide comfortable and adequate levels of illumination.
   c. Delivery and service areas shall be located so as to provide vehicle access without jeopardizing the safety of students and staff.

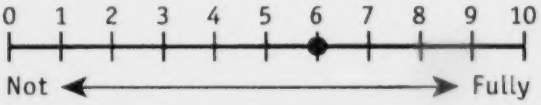
2. Plans shall also comply with the Americans with Disabilities Act and its regulations that require that facilities be designed and constructed so that they are readily accessible to and usable by individuals with disabilities. (42 USC 12101–12213, 28 CFR 35)

3. The district must complete the gradual replacement and upgrade of aged cafeteria facilities as funds become available through modernization projects, deferred maintenance, or other miscellaneous funds.

4. Maintenance/custodial/cafeteria staff should continue to be trained on the general industry cleaning and safety orders.

Standard Implemented: Partially

Implementation Scale



9.4 Instructional Program Issues—Bathroom Facilities are Clean and Operable

Legal Standard

The governing board of every school district shall provide clean and operable flush toilets for the use of pupils. [EC 17576, CCR Title 5 §14030]

Sources and Documentation

1. On-site observation of student bathrooms
2. Discussions with site staffs
3. Discussions with maintenance/operations staff

Findings

1. An inspection of several district sites and restroom facilities indicated that the district is in general conformance with prevailing codes and laws.

2. Many of the restrooms need to be upgraded (primarily due to handicap accessibility and age of the structure).

3. The gradual upgrade of existing restrooms and the performance of regular routine maintenance should help the district reduce overall operational costs and minimize accidents. This could have a significant impact on the district's ability to reduce liability risk.

4. Custodial staffs are not always able to keep up with the cleaning needs of restrooms.

5. The maintenance of the bathroom facilities seemed to decline with grade levels. The elementary sites were kept very clean and sanitary while it was a challenge to keep up the junior high and high schools.

Recommendations and Improvement Plan

Restrooms shall be sufficient to accommodate the maximum planned enrollment and located on campus to allow for supervision.

1. The district must complete the gradual replacement and upgrade of aged restroom facilities as funds become available through modernization, deferred maintenance, or other miscellaneous sources.

2. Maintenance/custodial staff should continue to be trained on the general industry cleaning and safety orders.

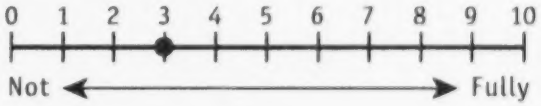
3. Sanitary measures should be enforced, buildings should be regularly cleaned, and minor repairs completed, in order to prevent infestations and eliminate potential health and safety issues.

4. The district should evaluate custodial staffing ratios to ensure that enough staff is available to provide clean and safe restrooms.

5. Future site improvement and new construction plans must comply with the Americans with Disabilities Act and its implementing regulations, which require that facilities be designed and constructed so that they are readily accessible to and usable by individuals with disabilities. (42 USC 12101-12213, 28 CFR 35)

Standard Implemented: Partially

Implementation Scale



9.5 Instructional Program Issues—Facility Plans Include Space for Extended-Day Programs

Legal Standard

The district has plans for the provision of extended-day programs within its respective school sites. [EC 17264]

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with WCCUSD staff
3. Review of district records

Findings

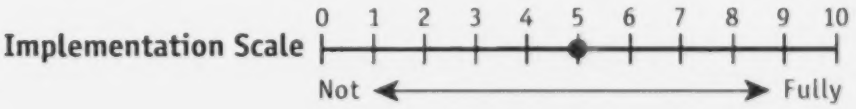
1. The WCCUSD maintains extended-day programs at several of its existing school sites. These programs appear to be utilized by the students and are a definite benefit as a "supplemental program service" for school sites within the WCCUSD.

2. While these types of programs are not currently available at all WCCUSD elementary school sites, it is believed that the district has done an effective job in developing opportunities for families to have access to these types of programs within "sub-regions" of the district's boundaries.

Recommendations and Improvement Plan

1. While no improvement plan steps appear to be required at this time, it is highly suggested that the WCCUSD continue to investigate ways to broaden the implementation of its extended-day programs, as the benefits for additional student participation appear to be significant.

Standard Implemented: Partially



9.6 Instructional Program Issues—Plan to Maintain Equality/Equity of District Facilities

Legal Standard

The district has developed and maintains a plan to ensure equality and equity of its facilities throughout the district. [EC 35293]

Sources and Documentation

1. Interviews with WCCUSD staff
2. Review of district records
3. Meetings with selected community representatives

Findings

1. There is an inconsistent level of equality and equity for the facilities provided throughout the WCCUSD. Unfortunately, any consistency that exists tends to reflect the overall significant repairs that are required.

2. In many instances, it appears that facilities serve to hinder, rather than facilitate, the delivery of instruction.

3. Improvements have been made to some facilities; however, these improvements don't necessarily correspond to an organized and well-articulated plan; oftentimes they reflect the availability of funding to meet specified needs. These disparities contribute to low levels of uniform understanding throughout the district as to how and why decisions are made regarding the selection and prioritization of improvements to respective school sites and district properties.

4. Significant efforts have been made through the Measure M bond campaign and now through the post bond election era to identify those schools that will be "reconstructed" with Measure M funds.

5. Political issues exist relative to varying geographic areas within the district and their individual perceptions as to their needs vs. the needs of the rest of the district. These politicized issues are one of the most troublesome challenges that exist within the district.

Recommendations and Improvement Plan

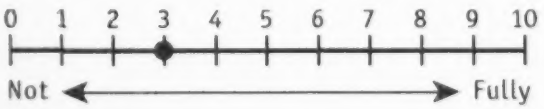
1. More clearly identified and understood district-level standards need to be developed with respect to the numbers and quality of facilities required in order to accommodate the delivery of instruction to students. However, it is believed that activities are beginning to occur in this area.

2. Specific facility discrepancies that exist at respective sites outside of the scope of Measure M projects need to be identified and estimated costs need to be developed.

3. All of this information will form the basis for future refinement of the district's Facilities Master Plan. While the future refinement/modification of the Facilities Master Plan will be critically important, it is believed that the process utilized to develop the modified Facilities Master Plan will be more important and offer significant opportunities for the district and its constituents to understand the following
    a. The facilities-related needs that exist at those WCCUSD sites that are currently not included within the projected "Measure M spending plan" are overwhelming. While the tendency to focus upon the needs of individual sites is natural, it is very important for the "whole picture" to be developed and understood by the WCCUSD's constituents. This is especially important given the district's desire to carefully evaluate its current grade-level organizational structure and its current use of facilities and physical assets.
    b. The likely outcome of the ongoing facilities needs assessment will identify that, while inequities exist from site to site, the generalized facilities needs throughout the district are widespread. This may serve to diminish any feelings of "haves" and "have-nots."
    c. The generation of costs associated with any "facilities inequities" will, no doubt, be enlightening and help to clarify and quantify the breadth of the future facilities-related needs that exist.
    d. The development of a process through which to address the implementation of facilities improvements will be challenging and time-consuming, but very beneficial toward enhancing the substantial progress the district has already made in addressing its facilities needs.

Standard Implemented: Partially

Implementation Scale



9.7 Instructional Program Issues—Adequate Heating and Ventilation Exists in all Schools

Professional Standard

All schools shall have adequate heating and ventilation.

Sources and Documentation

1. School site observations to assess the condition of the facilities, including heating and ventilation systems.
2. Discussions with site staffs
3. Discussions with maintenance/operations staff

Findings

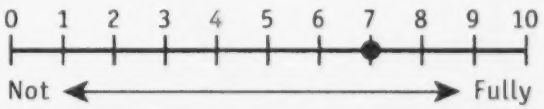
1. Most facilities appeared to have operational heating and ventilating systems (HVAC).
2. Due to age, many systems need to be upgraded.
3. Due to the energy crisis, some facilities were dimly lit and seemed cold.

Recommendations and Improvement Plan

1. As modernization funds become available, upgrade all HVAC systems.
2. Ensure that central energy management systems are operational.

Standard Implemented: Partially

Implementation Scale



9.8 Instructional Program Issues—Adequate Lighting and Electrical Service is Provided

Professional Standard

All schools shall have adequate lighting and electrical service.

Sources and Documentation

1. School site inspections to assess the condition of the facilities, including lighting and electrical systems.
2. Discussions with site staff
3. Discussions with maintenance/operations staff.

Findings

1. Lighting levels were low due to the energy crisis.
2. Some lighting has been upgraded.
3. Many schools are at their maximum electrical capacity.

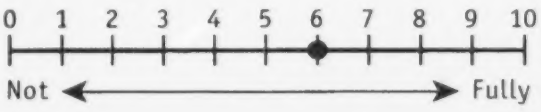
Recommendations and Improvement Plan

1. As modernization funds are available, increase electrical capacity as necessary for each site.

2. As modernization funds are available, upgrade lighting.

Standard Implemented: Partially

Implementation Scale



9.9 Instructional Program Issues—Classrooms are Free of Noise and Other Barriers to Instruction

Legal Standard

Classrooms are free of noise and other barriers to instruction. [EC 32212]

Sources and Documentation

1. Board policy
2. Observation of classrooms
3. Interviews with district staff

Findings

1. At the sites visited, classrooms were generally free of noise and other barriers to construction.

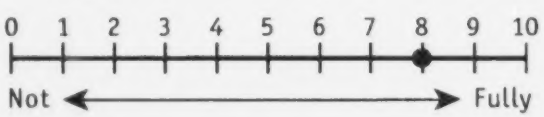
Recommendations and Improvement Plan

Education Code 32212 expresses the Legislature's intent that all governing boards formally address the problem of classroom interruptions and adopt a policy to control them.

1. As modernization projects commence, the use of the site by contractors should be limited as follows
   a. The contractor shall confine operations at the site to areas permitted by law, ordinances, permits, and the contract documents, and shall not unreasonably encumber the site with materials or equipment.
   b. Notwithstanding the designation of contract limits or the indication of temporary fences or barricades, the provisions of the contract documents governing certain portions or phases of the work may require that certain operations be carried out beyond such designated limits.
   c. Pumping, draining, and control of the designated site shall be carried out so as to avoid endangering the work or any adjacent facility or property, or interrupting, restricting, or otherwise infringing or interfering with the district's use.
   d. The contractor shall keep the premises and surrounding areas free from accumulation of waste materials.
   e. Consider specifying work hours that do not coincide with school hours.

Standard Implemented: Fully—Substantially

Implementation Scale



9.10 Instructional Program Issues—Environment Conducive to High-Quality Teaching and Learning

Professional Standard

The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with WCCUSD staff
3. Interviews with WCCUSD parents/community members

Findings

1. Learning environments, as currently provided within respective WCCUSD school sites, are not necessarily conducive to high-quality teaching by the instructional staff and efficient learning by students.

2. Significant disparities exist from site to site and there are a number of health and safety issues that exist throughout district facilities. These unresolved health and safety issues negatively impact the quality of learning environments, staff, and student morale, and hinder efforts toward raising standards and expectations for students and staff.

3. There is a lack of uniformity relative to instructional methodologies and expected outcomes for the district's students, although improvement seems to be emerging and identified through interviews with numerous on-site staff and community members.

Recommendations and Improvement Plan

1. Concurrent with the development of an updated/modified Facilities Master Plan should be improvements in the identification and articulation of WCCUSD standards for student learning and for the suggested methods for the delivery of instruction. Student learning and the delivery of instruction must form the basis of any determination for modifications to existing facilities and the development of new facilities.

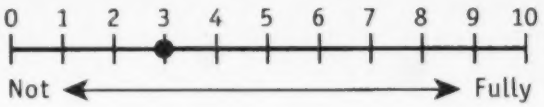
2. A commitment should be made toward the identification and articulation of WCCUSD standards for student learning and for the suggested methods for the delivery of instruction. This commitment should form the basis for all deliberations and decisions regarding modifications to existing facilities and the development of new facilities.

3. Instructional staff should be included as an integral and participating member of all facilities planning efforts that lead to the development of plans for modifications and/or additions to existing facilities and for any potential new school sites. It is suggested that student representation be included within planning committees for secondary school facility projects.

4. A strong linkage needs to be developed between the planned expenditure of capital facilities funds and the improvement of learning environments provided for students and staff. Facilitation of the delivery of high-quality instruction must be the overriding concern when capital facility expenditure plans are being developed. This concept needs to be the cornerstone of activity and development of recommendations through the Bond Oversight Committee.

Standard Implemented: Partially

Implementation Scale



9.11 Instructional Program Issues—Facilities Reflect Community Standards and Expectations

Professional Standard

Facilities within the district reflect the standards and expectations established by the community.

Sources and Documentation

1. Inspection of district facilities
2. Interviews with WCCUSD staff
3. Interviews with WCCUSD parents/community members

Findings

1. It is extremely difficult to assess the degree to which facilities within the WCCUSD reflect the standards and expectations established by the community, primarily due to the fact that the WCCUSD is comprised of several distinct geographic/political areas and it appears that extensive differences exist between the perspectives held within these different areas. One of the most significant challenges within the WCCUSD is the apparent inconsistent level of standards and expectations found within various areas of the district and its diverse constituency, although significant improvements have been noted in this area during the past several years. It is believed that this inconsistency represents a major challenge toward the long-term implementation of an effective district Facilities Master Plan that should lead to widespread improvements within the district's instructional program and the learning outcomes of students. The district should be strongly commended, however, for its improvements in this area and in the recent passage of Measure M. This should be viewed as a "vote of confidence" by the district's constituency.

Recommendations and Improvement Plan

1. Improve the connection between the facilities improvement plans within the WCCUSD and the standards and expectations established by the board for its instructional programs and expected outcomes for students.

2. Due to the somewhat inconsistent level of standards and expectations found within various areas of the district and its diverse constituency, the WCCUSD must develop a plan to more completely understand the expectations for public schooling within the various areas. While these standards and expectations may not necessarily coincide with the district's standards and expectations, it is believed that the implementation of an ongoing process to identify these issues will be very beneficial and will provide opportunities for the district to more openly communicate with community members.

3. A better understanding of community standards and expectations for WCCUSD facilities must be developed to enable the district to identify and quantify discrepancies that exist between existing and desired conditions.

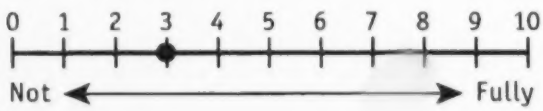
4. An analysis needs to be conducted to determine the similarities and differences that exist between district standards and expectations and those of the community. Find-

ings from this analysis can form the basis of discussions between WCCUSD representatives and community members/leaders to determine the methods and funding required to eventually implement a facilities improvement plan that equitably addresses the needs of the district and its communities, as is financially feasible. Any areas of improvement that are determined not to be financially or programmatically feasible need to be articulated to community members/leaders for their understanding and contemplation. Alternative methods of implementation and/or funding may be the result of this additional contemplation by the community if the "unmet needs" warrant such consideration and have widespread support. Once again, the recent passage of Measure M should be construed as a sign of increased community support for the educational activities in place within the West Contra Costa Unified School District. Careful utilization of Measure M funds will help to ensure increased confidence by various community groups and individuals in the district's abilities to provide meaningful, purposeful, and attractive educational facilities.

5. It should be noted that, because of the focus within Measure M for the improvement of the district's elementary schools, there still appears to be a "potential funding void" to address the needs within the district's secondary schools. This extensive and costly need should be analyzed and addressed in the near future.

Standard Implemented: Partially

Implementation Scale



10.1 Community Use of Facilities—Plan to Promote Community Involvement in Schools

Professional Standard

The district should have a plan to promote community involvement in schools.

Sources and Documentation

1. Adopted district Governing Board policies
2. District Civic Center Policy
3. District Civic Center Implementation Procedure
4. Site utilization records
5. District newsletters, press releases, community forum summary reports

Findings

Policy on Community Use of Facilities

While the district board of education has no direct policy with regard to promoting community use of facilities, general policy and implementation clearly favor such activity. The Superintendent and staff members have aggressively marketed the need for improvement in district facilities. These efforts culminated in passage of a local school facilities bond and in unusually strong community and political support for the district.

1. The civic center policy/application/rules and regulations for community use of facilities foster such use. The policy is clear, easy to comprehend, and complete.

2. The one-page application for use of facilities is usually initiated at the district level, not at the school site. Availability of applications at site level may have the impact of increasing the capacity for community access of the program.

3. The district's civic center program is well utilized by the community. Site-by-site records show many community groups regularly accessing nearly all of the district's facilities. The participating groups ranging from political groups to church groups, youth athletic leagues, and extension programs for academic and vocational schools. Periods of use range from less than two hours to full-day use for a week or more.

4. The district clearly and appropriately budgets its resources to provide these services, instituting fees to cover supervision after school hours. It was reported to us that most groups took good care of facilities during community-use periods.

5. These programs are well publicized by the district, and the more routine and more common aspects of community use, such as the use of playing fields by youth soccer leagues, are highlighted in press releases, newsletters, and community forums.

Recommendations and Improvement Plan

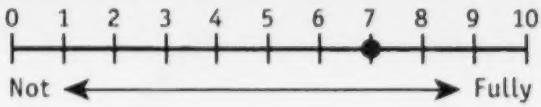
1. The board should adopt a direct, guiding policy regarding the community use of district facilities.

2. Applications for civic center permits should be available at school sites to promote easy access by all community groups.

3. The civic center application form should be made available in Spanish.

Standard Implemented: Partially

Implementation Scale



10.2 Community Use of Facilities—Compliance with Civic Center Act for Community Use

Professional Standard

Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules.

Sources and Documentation

1. *District board policies*
2. Internal accounting records
3. District "Civic Center Act Administrator Book"
4. District "Facilities Use Permit"
5. SSC Survey of 139 individual district Civic Center Act policies (5/19/1995)

Findings

1. Implementation of the Civic Center Act. The district implementation of its civic center obligations is adequate and unquestionably within the spirit and letter of the Education Code. Distinction is appropriately made between types of groups (non-profit vs. for-profit, school/youth vs. other, church association) and the appropriate fee schedules (free, direct cost, fair market) are applied.

2. Fee Schedules. Fee schedules are not supported by current calculations of actual expense. The fees being charged have not been revised recently. The study required by the Act to justify fees had not been completed since 1995 and charges were woefully out of date.

3. Rates Charged. The rates charged for both "direct cost" and "fair market" fall far below established practical norms. Whether intentionally or because of failure to revise rates, the charges tend toward the low end of expected values. This means that the general fund appears to be incurring an encroachment due to community participation. Some districts intentionally charge low rates, but this should be a well-considered decision. Requests for waiver of charges are reviewed and approved by the Director of Facilities Planning and Construction.

4. School-Site Involvement. School sites are contacted prior to finalization of facility use permits to avoid schedule conflicts with school activities. Schools have "veto power" over use of their facilities.

Recommendations and Improvement Plan

1. Upon the next printing of the request form, note should be made of the new Education Code sections assigned to the program. Additionally, the district may want to acknowledge 1994 legislation (Education Code Section 38134(c)) allowing for free use by church athletic leagues.

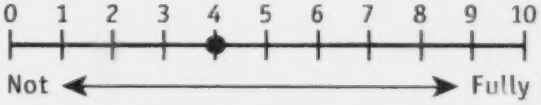
2. The district should prepare a comprehensive study of allowable costs and charges for community use of facilities. The results of the study should be presented to the board of education for discussion and adoption.

3. The district should also consider raising rates to accurately reflect current costs of providing custodial services, utilities, and other services.

4. School sites should be given clear guidance as to when it is appropriate and legal for them to "veto" community use of site facilities.

Standard Implemented: Partially

Implementation Scale



10.3 Community Use of Facilities—Maintenance of Records and Support for Reasonable Charges

Professional Standard

Districts should maintain comprehensive records and controls on civic center implementation and cash management.

Sources and Documentation

1. District board policies
2. Internal accounting records
3. District "Civic Center Act Administrator Book"
4. District "Facility Use Permit"
5. SSC Survey of 139 individual district Civic Center Act policies (5/19/1995)

Findings

1. Internal Control. Controls are numerous, beginning with right-of-refusal given to site principals. Checkpoints at each step ensure compliance for such crucial items as insurance documents. Pre-numbered applications are submitted with all required insurance documentation.

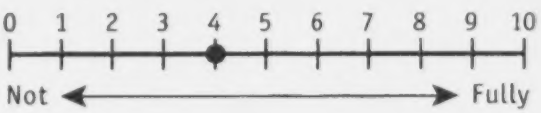
2. Handling of Payments. The request and supporting documentation is sent to the district office, where permits are approved. A single district staff member maintains records in a binder dedicated for that purpose. Payments are made directly to that same individual and are subsequently forwarded to the district's fiscal department.

3. Records of Use and Charges. Site-by-site records are maintained of each Facility Use Permit. The use of pre-numbered forms and activity logs provides adequate transaction history.

Recommendations and Improvement Plan

1. The district has met most of the requirements of law in implementing this program—yet should remain cognizant of the opportunities this program presents for fraud and abuse. (The area not in legal compliance is absence of a study to support reasonable charges, see item 10.2.) Remittance procedures should be changed so the individual who computes charges and approves permits does not also handle payments.

Standard Implemented: Partially



11.1 Communication—Communication of Facility Condition and Needs

Professional Standard

The district's public information office should coordinate a full appraisal to students, staff, and community of the condition of district's facilities.

Sources and Documentation

1. Staff bulletins
2. Press release files
3. Distribution lists
4. Newsletters
5. Newspaper clip files
6. Radio and television news scripts
7. Public forum PowerPoint files

Findings

1. The district has established an effective public relations program, complete with internal and external district newsletters, an active press release component, and regularly scheduled public forums (with hundreds of community members in attendance over the past two years). The publications are distributed in English and Spanish, and simultaneous Spanish translation is provided at the public forums. In all of these efforts, the facilities situation is given high priority, second only to student achievement.

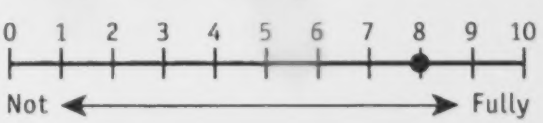
2. The press release distribution list includes dozens of print and electronic media outlets, as well as the district's board members, department heads, and principals. A bulky "clip file" attests to the efficacy of the media efforts.

3. There is evidence that the communications efforts have been successful in reaching community members. Local bond campaign results can be viewed as the acid test of community support for school facilities. And in this light, West Contra Costa has been quite successful, increasing voter support to more than 67 percent in successive elections.

Recommendations and Improvement Plan

1. Assessment should be taken every three months of the service by the Public Information Officer to determine if the activity and enterprise levels maintain the success currently enjoyed.

Standard Implemented: Fully—Substantially



11.2 Communication—Communication of Actions Taken/Planned and Progress Made

Professional Standard

The district should apprise students, staff, and community of efforts to rectify any substandard conditions.

Sources and Documentation

1. Staff bulletins
2. Press release files
3. Distribution lists
4. Newsletters
5. Newspaper clip files
6. Radio and television news scripts
7. Public forum Powerpoint files

Findings

1. Communication With the Public. Communication of facility needs was outstanding. The program used for informing the bond committee and other members of the community of facility plans, needs, and progress was the best we have seen. Facilities are openly acknowledged by staff as one of the two "hot button" issues facing the administration. Communications efforts reflect this priority.

2. Media Coverage and Dissemination of Information. Press releases mark significant achievements (safety and security upgrades, roofing work, facilities forums); many are subsequently covered by the local media. Recent district publications featured articles on the school bond, new projects begun under Measure M, and the status of the school renovation program. The district newsletter also highlighted renovations.

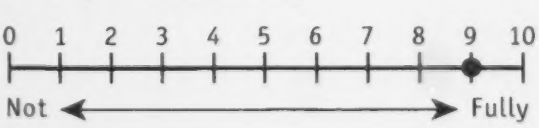
3. Broad Target Audience. Much of the information provided by the district has a distinctly district-wide perspective, dealing with projects in particular areas of the district. While parents and community members tend toward parochial ownership of their local schools alone, the district's efforts to provide balance in project approvals is admirable.

Recommendations and Improvement Plan

1. The district should continue district-wide and site-by-site releases with site-specific detail for distribution by individual site. This would respond to neighborhood interests in individual sites, and would foster central office accountability.

Standard Implemented: Fully—Substantially

Implementation Scale



11.3 Communication—Communication of District Standards and Plans

Professional Standard

The district should provide clear and comprehensive communication to staff of its standards and plans.

Sources and Documentation

1. Interoffice memoranda
2. Department of Facilities and Operations memoranda
3. District Department Goals and Objectives
4. Materials provided to the Measure M Bond Oversight Committee
5. Staff interviews

Findings

1. Facility Standards. In many areas, the district facilities office has actively upgraded or implemented entirely new facilities standards. These standards are clearly expressed in memoranda and board policies such as
   - Prompt replacement of all plywood window coverings with glass or Plexiglas
   - Immediate hazardous electrical fixture inventory
   - 24-hour deadline for safety related facility repair once reported
   - Identification and removal of all hazardous playground equipment

2. Long-Range Planning. Continual review of needs and a comprehensive assessment of long-range facility needs have put the district in a good position to control its destiny. The district has an exemplary array of facilities planning documents and has take care to present them to stakeholder groups such as the Measure M oversight committee.

3. Communication of Plans and Standards. While these standards are clear and comprehensive, there sometimes appears to be a communication gap between the facilities office and the rest of the district staff—particularly site staff. The standards are meaningless unless publicized and acted upon; therefore, continued efforts at communication will be needed.

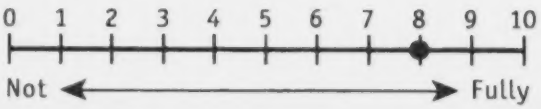
Recommendations and Improvement Plan

1. The district is to be commended for the exceptionally fine manner in which it both conducts and then communicates the planning process to interested stakeholders. The Measure M oversight committee packages were exemplary.

2. Both for implementation and communications purposes, all staff - particularly site administrators - needs to be more actively involved in the communication of standards and plans. This communication should not be solely the responsibility of the facilities department. Once standards and plans are devised, complete distribution to all staff should become a joint responsibility with the PIO. Site-level staff needs to be apprised of all facilities standards and plans in order to both expedite the projects and provide accountability as to results.

Standard Implemented: Fully—Substantially

Implementation Scale



11.4 Communication—Meaningful Involvement of All Stakeholder Groups

Professional Standard

All stakeholder groups should be directly involved in a meaningful manner regarding the district's facilities.

Sources and Documentation

1. School Safety Committee Minutes
2. Measure M Oversight Committee presentations
3. Community forum presentations
4. Staff interviews

Findings

1. Community Input. The district aggressively solicits community input regarding its facilities. The district supports an official and active facilities advisory committee, the Measure M Oversight Committee, which advises on all facility matters. The staff meets often with community members. Facilities remain an issue of crucial importance to the community, and the community's concerns are relayed back to the district office.

2. Priority Project Lists. When developing the project list for the school bond, a series of public hearings were held at each school site, with teachers, parents, staff, site safety committees, and others, to develop a priority list for each school that in turn provided the basis for the bond expenditures. The general obligation bond results indicate that the district-community relationship is instilling confidence in the district's capability to manage its capital plant. Passage of the bond is a major vote of confidence for the district.

Recommendations and Improvement Plan

1. The active solicitation of community input regarding facilities may be in response to a crisis, but these efforts should remain in place once the crisis is over. Maintenance of community confidence and support is an ongoing pursuit.

Standard Implemented: Partially

Implementation Scale

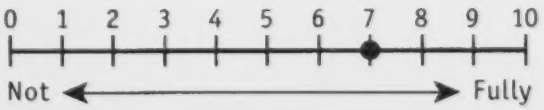


Chart of
Facilities Management Standards

Progress Ratings Toward Implementation of the Improvement Plan

Facilities Management			
Standard to be addressed		June 2001 Rating	December 2001 Focus
1.1	All school administrators should be thoroughly familiar with the California Department of Education, Civil Defense and Disaster Planning Guide for School Officials, 1972. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607, CCR Title 5 §550, 560, Title 19 §2400]	3	
1.2	The district includes the appropriate security devices in the design of new buildings as well as in modernized buildings. [EC 32020, 32211, 35294-35294.9, 39670-39675]	5	
1.3	Demonstrate that a plan of security has been developed, which includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9]	4	❑
1.4	Ensure that the custodial and maintenance staff are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	2	
1.5	The district has a documented process for the issuance of master and sub-master keys. A district-wide standardized process for the issuance of keys to employees must be followed by all district administrators.	7	
1.6	Bus loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff and community. Students, employees and the public should feel safe at all times on school premises.	3	❑
1.7	Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting to ensure safety while activities are in progress in the evening hours. Outside lighting should provide sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.	2	❑

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
1.8	The district has a graffiti and vandalism abatement plan. The district should have a written graffiti and abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.	4	❑
1.9	Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]	3	
1.10	Each elementary and intermediate school at least once a month, and in each secondary school not less than twice every school year, shall conduct a fire drill. [EC 32000-32004, 32040, CCR Title 5 §550]	7	
1.11	Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	2	
1.12	Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 17367]	3	❑
1.13	Each school which is entirely enclosed by a fence or partial buildings must have a gate of sufficient size to permit the entrance of ambulances, police and fire fighting equipment. Locking devices shall be designed to permit ready entrance.	9	
1.14	Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]	4	
1.15	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]	5	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §1922(a)]	5	
1.17	All exits are free of obstructions. [CCR Title 8 §3219]	9	
1.18	A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 35294-35294.9]	6	
1.19	Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]	3	
1.20	Requirements are followed pertaining to underground storage tanks. [H&SC 25292, CCR Title 26 §477, Title 23 § 2610]	5	
1.21	All asbestos inspection and asbestos work completed in the US is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 40 CFR Part 763]	6	
1.22	All playground equipment meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [EC 44807, GC 810-996.6, H&SC 24450 Chapter 4.5, 115725-115750, PRC 5411, CCR Title 5 §5552]	8	
1.23	Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8 §782]	2	❑
1.24	Materials Safety Data Sheets are maintained. [EC 49341, 49401.5, 49411, F&AC 12981, LC 6360-6363, CCR Title 8 §5194]	3	❑
1.25	The district maintains a comprehensive employee safety program. Employees are made aware of the district safety program and the district provides in-service training to employees on the requirements of the safety program.	9	
1.26	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	8	
1.27	The district should conduct periodic first aid training for employees assigned to school sites.	6	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
2.1	The district should have a long-range school facilities master plan.	8	
2.2	The district should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	10	
2.3	The district should seek state and local funds.	10	
2.4	The district is in the process of finalizing a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the recent passage of the district's local school bond measure (Measure M). In essence, this committee will function as an advisory/facility planning type of committee.	6	
2.5	The district should have a properly staffed and funded facility planning department.	2	
2.6	The district should develop and implement an annual capital planning budget.	6	
2.7	The district should have standards for real property acquisition and disposal. [EC 39006, 17230-17233]	10	
2.8	The district seeks and obtains waivers from the State Allocation Board for continued use of its non-conforming facilities. [EC 17284, 17285]	4	
2.9	The district has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 17302]	6	
2.10	The district should assess its local bonding capacity. [EC 15100]	6	
2.11	The district should develop a process to determine debt capacity.	10	
2.12	The district should be aware of and monitor the assessed valuation of taxable property within its boundaries.	10	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
2.13	The district should monitor its legal bonding limits. [EC 15100, 15330]	10	
2.14	The district should collect statutory school fees. [EC 17620, GC 65995, 66000]	5	
2.15	The district should consider developing an asset management plan.	4	
2.16	The district has pursued state funding for joint-use projects through the filing of applications through the Office of Public School Construction and the State Allocation Board.	4	
2.17	The district has established and utilizes an organized methodology of prioritizing and scheduling projects.	5	
2.18	The district complies with California Department of Education (CDE) recommendations relative to school site sizing.	3	
2.19	The district should distribute facility funding in an equitable manner to all communities served and to all school levels.	8	
3.1	The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.	6	
3.2	The district has pursued state funding for deferred maintenance - critical hardship needs by filing an application(s) through the Office of Public School Construction and the State Allocation Board. [State Allocation Board Regulation §1866]	6	
3.3	The district applies to the State Allocation Board for facilities funding for all applicable projects.	5	
3.4	The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	6	
3.5	The district establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.	3	
3.6	The district has established and maintains a system for tracking the progress of individual projects.	6	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	2	
3.8	The district obtains approval of plans and specifications from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest responsible bidder. [EC 17263, 17267]	5	
3.9	All relocatables in use throughout the district meet statutory requirements. [EC 17292]	2	❑
3.10	The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	4	❑
3.11	The annual deferred maintenance contribution is made correctly. The district should annually transfer the maximum amount that the district would be eligible for in matching funds from the state.	6	
3.12	The district actively manages the deferred maintenance projects. The district should review the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district should also verify that the expenses performed during the year were included in the state approved five-year deferred maintenance plan.	6	
3.13	Staff within the district is knowledgeable of procedures within the Office of Public School Construction (OPSC).	6	
3.14	Staff within the district is knowledgeable of procedures within the Division of the State Architect (DSA).	6	
4.1	The district maintains an appropriate structure for the effective management of its construction projects.	3	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	4	
4.3	The district maintains appropriate project records and drawings.	3	❑
4.4	Each Inspector of Record (IOR) assignment is properly approved.	3	
5.1	The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	9	
5.2	The district has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	6	
5.3	The district maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements should be collected annually and kept on file.	7	
5.4	The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	4	
5.5	The district ensures that requests for progress payments are carefully evaluated.	5	
5.6	The district maintains contract award/appeal processes. [GC 54202, 54204, PCC 2011]	8	
5.7	The district maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]	7	
6.1	The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.	4	
6.2	The district provides facilities for its Special Education programs which ensure equity with other educational programs within the district and provides appropriate learning environments in relation to educational program needs.	4	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
6.3	The district provides facilities for its Special Education programs which provide appropriate learning environments in relation to educational program needs.	4	❑
7.1	The district applies for state funding for class size reduction facilities. The district should apply for class size reduction facilities funding annually.	9	
7.2	The district has provided adequate facilities for the additional classes resulting from the implementation of Class Size Reduction (CSR).	5	
7.3	The district has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of Class Size Reduction (CSR).	5	
7.4	The district has developed a plan for the provision of permanent facilities in which to house its CSR programs.	2	❑
8.1	An Energy Conservation Policy should be approved by the board of education and implemented throughout the district.	4	
8.2	Create and maintain a system to track utility costs and consumption and to report on the success of the district's energy program.	4	
8.3	An energy analysis should be completed for each site.	2	
8.4	Cost-effective, energy-efficient design should be a top priority for all district construction projects.	5	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
8.4a	The district should be in discussion and working as a team with agencies that can provide professional assistance and funding.	10	
8.4b	The district should act toward improving the energy efficiency of all sites, including those not included in the local bond.	7	
8.4c	The district should analyze the possibility of using alternative energy sources as a means to reducing the financial impact of utilities on the district.	5	
8.5	Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on school sites should be provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.	6	
8.6	Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.	4	
8.7	Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel should have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and will be evaluated on.	4	❑
8.8	Necessary staff, supplies, tools and equipment for the proper care and cleaning of the school(s) are available. In order to meet expectations, schools must be adequately staffed and staff must be provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.	4	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
8.9	The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff. This program should include verification of the completion of work by the supervisor of the maintenance staff.	2	
8.10	Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 § 631]	3	
8.11	The district has implemented a planned program maintenance system. The district should have a written planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. This program should include purchase prices, anticipated life expectancies, anticipated replacement timelines and budgetary resources necessary to maintain the facilities.	0	❑
8.12	The district has a documented process for assigning routine repair work orders on a priority basis.	5	
9.1	The district has developed a plan for attractively landscaped facilities.	2	
9.2	The goals and objectives of the technology plan should be clearly defined. The plan should include both the administrative and instructional technology systems. There should be a summary of the costs of each objective and a financing plan should be in place.	5	
9.3	The governing board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch. [EC 17573, CCR Title 5 §14030]	6	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
9.4	The governing board of every school district shall provide clean and operable flush toilets for the use of pupils. [EC 17576, CCR Title 5 §14030]	3	❑
9.5	The district has plans for the provision of extended day programs within its respective school sites. [EC 17264]	5	
9.6	The district has developed and maintains a plan to ensure equality and equity of its facilities throughout the district. [EC 35293]	3	
9.7	All schools shall have adequate heating and ventilation.	7	
9.8	All schools shall have adequate lighting and electrical service.	6	
9.9	Classrooms are free of noise and other barriers to instruction. [EC 32212]	8	
9.10	The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.	3	❑
9.11	Facilities within the district reflect the standards and expectations established by the community.	3	❑
10.1	The district should have a plan to promote community involvement in schools.	7	
10.2	Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules.	4	
10.3	Districts should maintain comprehensive records and controls on civic center implementation and cash management.	4	

Facilities Management (continued)			
Standard to be addressed		June 2001 Rating	December 2001 Focus
11.1	The district's public information office should coordinate a full apprisal to students, staff and community of the condition of the district's facilities.	8	
11.2	The district should apprise students, staff and community of efforts to rectify any substandard conditions.	9	
11.3	The district should provide clear and comprehensive communication to staff of its standards and plans.	8	
11.4	All stakeholder groups should be directly involved in a meaningful manner regarding the district's facilities.	7	

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REPRODUCTION RELEASE

(Specific Document)

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